

32

SCHOOL EDUCATION IN MAHARASHTRA

Status, Issues and Future Perspectives





32 Gift

**School Education
in
Maharashtra**

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Status, Issues and Future Perspectives



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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OFFICES OF THE PUBLICATION DEPARTMENT, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bangalore 560 085

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

CWC Complex
Maligaon
Guwahati 781 021

PUBLICATION TEAM

Editorial Gobind Ram

Production Rajesh Pippal

Cover

Pramod Bharati

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Foreword

During the last 40 years National Council of Educational Research and Training (NCERT) has been working in collaboration with the Central Government, State Governments, State level institutions and Non-Governmental Organisations (NGOs) on school education. Within this period it has taken up various projects to build a solid base of data and brought out documentations on significant aspects of school education. Two well-known documentations are — All India Educational Surveys and Educational Research Surveys. These publications form an integral part of NCERT's activities.

Keeping in view the importance of relevant information on school education, it was proposed that the *State level studies in school education* may be conducted with a view to record *status, issues* and *future perspectives*.

A National Advisory Group was constituted to prepare an approach paper and project implementation plan, which was discussed with the state authorities in various meetings organised for the purpose. The main questions which were discussed in Orientation: what is the state of art of school education, including Education for All, adult literacy, alternative schooling; what are the problems and issues connected with various levels of school education viz., Pre-Primary, Primary, Secondary and Senior Secondary Schools; what are the success stories of each state which could be replicated in other states; what are the gaps and emerging issues which need to be tackled effectively; what kind of incentives are being offered to children of weaker sections; what is the role of non-governmental agencies; and how effective is community participation, academic support system and teacher professionalism?

The Directors of State Councils of Educational Research and Training/State Institutes of Education (SCERTs/SIEs) were of the view that these questions are relevant and data be collected in the proposed state studies. The major objectives of state studies thus were identified as:

- To study the progress achieved in development of school education, adult literacy and programmes of alternative schooling in the States/Union Territories during the last 50 years.

- To identify the major policy initiatives taken, strategies adopted, innovations and experiments undertaken by the States/Union Territories to achieve goals and targets of Education for All.
- To identify the gaps and problems faced by the States/Union Territories in implementing the national and state level policy objectives of achieving Education for All, promoting quality of school education from Pre-Primary to Senior Secondary Classes, providing relevant curricula, modernising teaching-learning processes, etc.
- To study matters, such as provision of school facilities and their utilisation, incentives to children from the weaker sections, teacher professionalism, role of non-governmental agencies, community participation, academic support system, mobilisation of resources for education.
- To study implementation of educational schemes and monitoring mechanism.
- To suggest strategies and a plan of action for the future so as to adequately address the issues/tasks which need to be resolved/fulfilled in the State/Union Territory keeping in view the feasibility and the need to meet the emerging future challenges of the new millennium.

I express my gratitude to the members of the National Advisory Group who have rendered immense help in bringing out this report. I sincerely thank Shri M.G. Marathe, Director, Maharashtra State Council of Educational Research and Training and his able team who could complete the work in record time and have given it a professional touch.

J.S. RAJPUT
Director

New Delhi
March 2004

National Council of Educational
Research and Training

Preface

PROVIDING primary education to all children is the prime responsibility of the state. Accordingly, efforts have been made from all sides and at all levels after the Independence. All-out efforts were made for free and compulsory education during the period 1950 to 2000. Now it is the time to look back and study the progress made, strategies adopted and problems faced in achieving universalisation of education and think of new ways to tackle the unfinished tasks and future challenges.

The Maharashtra State Council of Educational Research and Training (MSCERT) is an academic wing of the Department of Education. Training, research, curriculum development, evaluation and extension services are its main functions undertaken for quality improvement of school education. It works in collaboration with NCERT, NCTE, and NIEPA at the national level and with State Institutes and NGOs in the state.

The Council welcomed the NCERT's proposal to undertake a collaborative status study of school education. I am honoured and happy to be associated with the study, which is undertaken in collaboration with the NCERT, New Delhi.

A research team at the MSCERT was formed and the study was carried out. Information was collected from the concerned authorities and it was organised, processed and analysed at the Council by the team.

We are grateful to the Director, NCERT for funding the project and to Prof. R.P. Gupta for his timely guidance.

Dr Gadam and other members of the team ably completed the study. I appreciate for the pains taken and efforts put in by Dr L. M. Shivanekar and Shri Santosh Kakan.

I hope the study report will be of immense use for educational planners, administrators, and research scholars at all levels. This will help educational planners to look critically at what has already been achieved and what still needs to be done, particularly in the context of various developments that

have been taken and are taking place. The findings of the study will in particular be helpful in identifying strategies for universalising elementary education under the *Sarva Shiksha Abhiyan* (SSA).

M.G.MARATHE

Director

Pune
March 2004

Maharashtra State Council of Educational
Research and Training

Executive Summary

Introduction

Zakir Husssain Committee in 1937 and Sergent Report in 1944 recommended strongly that provision should be made in every province for free and compulsory education for all children between 6-14 years of age. This thought was included in the constitution of free India in Article 45.

After fifty years of independence how far has the government been able to achieve this constitutional goal, is a matter of great interest to many people in the world. It was decided at the NCERT level that state studies on current status of school education, literacy and alternative schooling would provide critical insight into policy formulation to promote quality access and relevance of education to reveal some gaps and problems that need to be tackled in immediate future.

Maharashtra is one of the leading states in the field of education. Many pioneering efforts have been made to universalise school education. But a large portion of child population is still out of school or outside the educational stream. It was, therefore, necessary to look into the matter seriously with a view to studying strengths and weaknesses, successes and failures and at the same time to identify some issues and problems so that they may be tackled with more efficiently in the near future. The study will help the planners in developing potentially successful plans.

Scope and Coverage

It was proposed to look at the development of school education, literacy and alternative schooling in each state during the last fifty years with focus on achievements and identifying problems and issues, if any. It covers all sectors of school education from pre-primary to senior secondary stage.

The study dealt with the programmes of education for all including UEE, its related matters which have a bearing on the growth and development of school education, such as availability of infrastructure and facilities in schools, reforms introduced or proposed to be introduced in school curricula, innovations and

experiments undertaken in teaching-learning techniques, etc. of special significance would be the steps taken or proposed to be taken for promoting equity and quality in school education, raising teacher competencies, role of school administration in responding to school needs, and in implementing various schemes and programmes of the Centre as well as of the state and availability of resources including their mobilization and utilization.

Statement of the Mission

The study envisages to identify issues and current status of school education and future perspectives so that specific and appropriate action plan may be designed and put in place for quality education and for yielding faster results. The findings of the study would provide a concrete base to the policy planners to review the strategies.

Objectives

The study was undertaken with the focus on the following objectives:

1. To study the progress achieved in development of school education, promoting literacy and offering programmes of alternative schooling in the state during the last fifty years.
2. To identify the major policy initiatives taken, strategies adopted and innovations and experiments undertaken by the state to achieve goals and targets of Education for All.
3. To identify the gaps and problems faced by the state in implementing the national and state level policy objectives of achieving the goal of Education for All, promoting quality of school education from Pre-primary to Senior Secondary classes, providing relevant curricula, modernising teaching-learning processes.
4. To study the related matters such as provision of school facilities and their utilization, incentives to children from the weaker sections, teacher professionalism, role of non-governmental agencies, community participation, academic support system and mobilisation of resources for education.
5. To study the implementation of the educational schemes and monitoring mechanism.
6. To suggest strategies and a plan of action for the future so as to adequately address the issues/tasks which need to be resolved/fulfilled in the state keeping in view the feasibility and

the need to meet the emerging future challenges of the new millennium.

Design of the Study

Survey design was used for the study.

Tools and Techniques Used

The following tools were employed for conducting the study:

1. Government Reports, Records and Documents
2. All-India Surveys of Education
3. Questionnaire I and II developed by the NCERT for the purpose
4. Interview Schedule for eminent persons related to educational development.

Strategy for the Conduct of the Study

The study was a shared responsibility between the NCERT and the state. The NCERT in its role of the nodal agency, developed the instruments. The data were collected by a research team under the guidance of the Director of the MSCERT, Pune.

Data Collection

The data were collected from various sources. All India Educational Surveys were used. Government records like Education at a Glance, Selected Statistics, Government Resolutions, Circulars, various reports and books were scanned to collect necessary information for the study.

Two questionnaires were used to collect information from various departments. Information was also called from all districts in the state. Eminent scholars were interviewed for their perception of the present school education and their future vision.

Data Analysis

The data were analysed with a view to assessing the current status of literacy, access to school education, number of schools, student enrolment, dropout rate, number of teachers, infrastructure facilities, academic and administrative structure, mechanism and support systems, developments in school curricula, textbooks, resources, teacher training quality of school education, future tasks and perspectives. The data was also subjected to make a comparison of educational progress in school education during the past fifty

years. The findings in the report are based on time series data for five decades after Independence. Major issues emerging from the analysis are highlighted below.

Major Achievements

The study revealed that Maharashtra has made a commendable progress in UEE. But there are ample evidences of wide variations within and across the districts. Areawise differences are more pronounced which required concerted efforts to improve the situation in rural areas.

The Government continues to be a major provider of primary education, but presence of private recognised schools in the state is also quite large. Maintaining balance between demand and supply of schooling infrastructure through construction of schools and additional classrooms is a major problem.

The teacher and the textbooks remain the most vital inputs for teaching-learning processes at primary stage. The persistence of high PTR and overcrowded classrooms often lead to dissatisfaction among the teachers, learners and parents.

In 1999-2000, the PTR in lower primary is 36, upper primary is 40 and secondary schools is 34 and higher secondary is 38. The proportion of single teacher schools is declining. Percentage of male teachers is slightly higher than female teachers (42.24%). The percentage of female teachers in secondary schools is 30.46%. Efforts are made to maintain balance between male and female teachers in a school. The proportion of girls to total enrolment showed consistent increase pointing near absence of male-female disparities in enrolment at the primary stage. Percentage of girls' enrolment was 44.33% in 1999-2000.

With all the constraints, the government is committed to UEE and is actively pursuing a policy framework for implementing its constitutional obligation. Provision of schooling facilities within easy walking distance of all children is pre-requisite for achieving universal access.

Construction and maintenance of school buildings has still remained an area of concern. There is a considerable increase in the enrolment of children, but a large number of children are still out of school. A scheme called Mahatma Phule Education Guarantee Scheme (MPEGS) for the government in the year 2000-2001 has introduced easy access to all children in the 6-14 age group.

There is a considerable increase in the enrolment of children. A review of the no detention policy is called for in the year 2000-

2001. Independent India inherited a system of education that was not only quantitatively small, but qualitatively of a type that was inadequate to meet the requirements of an emerging economy poised for rapid growth with self-reliance and social justice. The Indian society was stratified in terms of gender, caste and religion. The analysis of literacy and educational attainment data for the early years of independence showed the persistence of large differentials between the male-female, rural-urban and between various socially backward and other categories of population. As a consequence of development plans, the gap between male-female and SC, ST and others has been reduced considerably.

DPEP, PEEP and ASHA proved to be effective interventions influencing the performance of functionaries at all levels. It has opened the doors for decentralised and participatory approach to planning of primary education in the state. A good Education Management Information System has been evolved (EMIS). This exercise generated the need for District Information System of Education (DISE).

There is a clear focus on the education of girls, SC, ST and children with special needs. It has demonstrated the possibility of achieving improvements in the quality of education along with quantitative expansion.

Provision of schooling facilities within easy walking distance, providing access to a large number of out-of-school children living in small habitations and slums are the major issues that are very well-tackled with by introducing *Vastishalas*, and MPEGS as alternative modes of education.

The mainstreaming and maintenance of quality would be a major issue for the long-term success of *Vastishalas*, and MPEGS schemes on the patterns of EGS and *Shiksha Karmi* programme of Madhya Pradesh. Regular school curriculum and textbooks are used in these *Vastishalas* but separate textbooks are prepared for the MPEGS school children.

The state has introduced the teaching of English in Standard I from the academic year 2000-2001 in a phased manner.

The inter-district disparities show a declining trend over the years. A number of incentive schemes are available to students belonging to weaker sections, SC and ST groups of population. Mid-day meals are available to all students enrolled in primary classes. Incentive schemes have greatly influenced the enrolment and retention of children in primary schools.

It was found difficult to provide teachers with full pay scale in the shortest time frame. Recruitment of teachers is time consuming. PRIs and VECs are empowered to exercise the decentralised framework developed by the state. Decentralisation of appointments of *Shikshan Sevaks* has quickened the process of teacher recruitment in primary schools, *Vastishalas* and MPEGs. It has been perceived as interim measures to be able to meet the heavy financial requirement in a phased manner.

Training of teachers is crucial for achieving quality of education. The teachers appointed in *Vastishalas* and MPEGs centres received 20 days' pre-service training through DIETs followed by in-service training of 10 days' duration. Appropriate arrangements are also made below DIETs.

Integrated Education of the Disabled (IED)

Integrating and including children with special needs is a tough task in achieving UEE. IED component made significant progress in the year 2000 in upscaling the programme, providing useful devices and in strengthening resource support to children with special needs. IED has been extended to all blocks and districts under DPEP, PEEP and ASHA programmes in the state. Artificial Limbs Manufacturing Corporation of India (ALIMCO) has agreed to provide aids and appliances. The Rehabilitation Council of India agreed to conduct 45-day multi-category foundation course to meet the shortage of qualified resource teachers.

Reform in Madarsas

It is being increasingly felt at global level that Madarsas are stuck to their self-created restrictive dogmas. They are needed to be brought to mainstream education system. A general consensus about the need of linking Madarsa education with the mainstream curriculum in which all subjects like arithmetic and EVS are taught was created among the Muslim community, Maulvies and its leaders. Reform in Madarsa education is encouraged by the state.

Decentralisation

VECs, MTAs, and PTAs are established in almost all schools. They are working together with specific roles, functions, powers, funds and administrative support towards gradual enhancement of community participation in all the functional areas.

There are 4860 posts of CPS heads in the state to strengthen the academic and supervisory work in primary schools.

Commendable effort has been made for imparting training to all the project functionaries working at various levels — national, state, district, block and cluster level — under DPEP, ASHA and PEEP projects in the state. It helped in building the capacity of functionaries in planning techniques to ensure their effective participation and sustenance of decentralised planning process.

Covergence

Conscious efforts are made for convergence. In Maharashtra funds are available from JRY, LDF, DRDA, ZP, PRI and Municipal Corporation for civil works. DIETs are involved for pedagogic improvement while ICDS and Health Departments are involved for ECCE and IED.

Universalisation of Elementary Education

Universalisation of Elementary Education and eradication of illiteracy continue to be the priority programmes of all the governments of the post-independent era. The goal of UEE takes into account both the quantitative and qualitative dimensions of basic learning needs. Quantitatively the state has made phenomenal expansion.

Educational Institutions

The total number of educational institutions of all categories has increased by 13,510 from 49,215 in 1959-60 to 62,725 in 1960-61 and by 30,878 from 49,215 in 1959-60 to 80,093 in 1999-2000. There is a significant expansion of primary and secondary education. The increase in primary schools is in the order of 32,662 schools from 32,934 in 1959-60 to 65,586 in 1999-2000. Secondary schools increased by 12,397 from 2,110 in 1959-60 to 14,507 in 1999-2000. Private agencies run almost all secondary schools (91%) while the Municipal School Boards and Zilla Parishads conduct majority of the primary schools (89%).

Enrolment in Primary Schools

The percentage of attendance is considerably increased as a result of provision of adequate facilities made and introduction of number of incentive schemes. The progress appears satisfactory on the whole. There is a considerable fall in the number of children enrolled in schools from the age groups of 6-11 and 11-14. It is still less as the children go to secondary schools. Efforts are being

made to make secondary education accessible to children in rural areas. The regions show variations in educational progress. Urban and highly industrialised areas like Mumbai, Pune and Nagpur show a high level of educational progress, richer agricultural areas like Jalgaon, Akola, Buldhana, Kolhapur, Sangli come next, and poor agricultural and forest areas like Chandrapur, Bhandara, Gadchiroli, Parbhani come next. The districts like Dhule, Thane, Chandrapur, Yavatmal, Gadchiroli inhabited largely by tribal population still show backwardness in educational progress. The expenditure on training of teachers increased to a great extent. The syllabus of primary teacher training has been revised from time to time by integrating professional training with academic achievement. One year's teacher training is stopped and a two year's pre-service training course is in force with Standard XII pass as the essential qualification for admission to the course. All efforts are being made to improve the supply of trained teachers in schools.

The scheme of extension services in Primary Teacher Training Colleges was first introduced in 1956-57 for providing in-service training to the teachers in the field. Now, the teachers receive in-service training regularly through DIETs and selected Teacher Training Institutes in the state.

The number of girls receiving primary education increased to 57,79,440 in 1999-2000. A large number of incentive schemes are offered to increase the enrolment of girls and to ensure their attendance. The incentives are mainly in the form of different scholarships, attendance allowance, free stationery, textbooks, free education up to Standard XII and mid-day meals.

Education of Girls

There is a coeducation at the primary education stage with no differentiation of curriculum at this stage for boys and girls. The wastage among girls reading at the primary stage is larger than boys. Girls are more often withdrawn from school before they complete their primary education.

In 1960-61, the girls in urban areas formed 42.9 per cent of total urban enrolment and the girls in rural areas formed 32.4 per cent of the rural enrolment. There has been noticeable improvement in the enrolment of girls during the last four decades. It has increased by 13.72 per cent from 32.4 per cent of the rural enrolment in 1960-61 to 46.12 per cent in 1993-94. There were

only 527 pre-primary schools in 1960-61, which increased to 46,073 in 1999-2000. Statistics show a continuous increase in the enrolment of girls in secondary schools during the last 50 years. Of the total enrolment of pupils in secondary schools in 1959-60, 26.7 per cent were girls. Similarly, in 1999-2000 of the total enrolment of pupils in all secondary schools, 44.33 per cent girls are reading at the secondary stage. This could happen due to opening of separate secondary schools for girls, particularly in rural areas.

Education of the Backward Class Children

Enforcement of Compulsory Primary Education Act had not brought desired results. Co-operation and involvement of parents and community are required to improve the attendance of students and check the dropout rate. To avoid wastage in Standard I and II no detention policy was adopted with a focus on joyful learning. All primary teachers received training in joyful learning techniques. Incentive schemes are introduced to teachers for 100 per cent enrolment.

In 1999-2000, the number of primary schools has risen to 65, 586, the number of primary teachers has escalated to 3.14 lakhs and the students' enrolment in Standards I-V has gone up to 1,20,42,150. There is a hike in the number of secondary schools (14,507), enrolment (83,32,770) and number of teachers (2,35,490). But the students' performance continues to display results that are not very encouraging especially at the end of four years of schooling.

District-specific projects were initiated and implemented in a phased manner in the districts where the female literacy rate is below the national literacy rate. The students' achievement varies within and across the districts. The average performance of Standard I children in the DPEP districts in the state on MAS has ranged from 65.21% to 77.69% in language and 67.49% to 76.35% in mathematics. The average performance of Standard III children has varied from 47.02% to 65.03 % in language and from 37.36% to 62.04% in mathematics. The issue of inadequate training is a matter of serious concern. The training imparted through TTIs is also inappropriate. This issue needs to be addressed. Academic support systems also need strengthening. Primary teachers need continuous support and recurrent training.

Through VECs, MTAs and PTAs, educational administration is made democratic. Decentralisation of educational management is necessary for making the schools function so as to ensure universal enrolment, retention and achievement. The Government of Maharashtra has made efforts for systematic schooling to the recognised standard in suitable surroundings with necessary equipment and material by implementing the Five Year Plans effectively. Provision of sufficient number of qualified and trained teachers in its true sense has become possible only because of the Five Year Plans.

Introduction

Article 45 of the Constitution directed that state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14-years.

Maharashtra is one of the leading states in the field of education. Many pioneering efforts have been made to universalise school education. Innovations were carried out. Student welfare schemes for socially and economically backward children were introduced in the last fifty years. But a large portion of child population is still out of school or outside the education stream. It was, therefore, necessary to look into the matter seriously with a view to providing information on success and failures and at the same time identifying some issues and problems so that they may be tackled more efficiently in near future. The study will help planners in developing potentially successful plans.

Scope and Coverage

It was proposed to look at the development that had taken place in school education, literacy and alternative schooling in each state during the last fifty years with focus on achievements and identifying problems and issues. The study covers all sectors of school education from pre-primary to senior secondary stage.

The study dealt with the programmes of education for all including universalising elementary education and the related matters which have a bearing on the growth and development of school education, such as availability of infrastructure and facilities in schools, reforms introduced or proposed to be introduced in school curricula, innovations and experiments undertaken in teaching-learning techniques, etc. of special significance would be the steps taken or proposed to be taken for promoting equity and quality in school education, raising teacher competencies, role of school administration in responding to school needs, and in implementing various schemes and programmes sponsored by the Central Government as well as the state, availability of resources including their mobilisation and utilisation.

Statement of the Mission

The study intends to identify issues and current status of school education and future perspectives so that specific and appropriate action plans can be designed and implementing for enhancing the quality education and for yielding faster results.

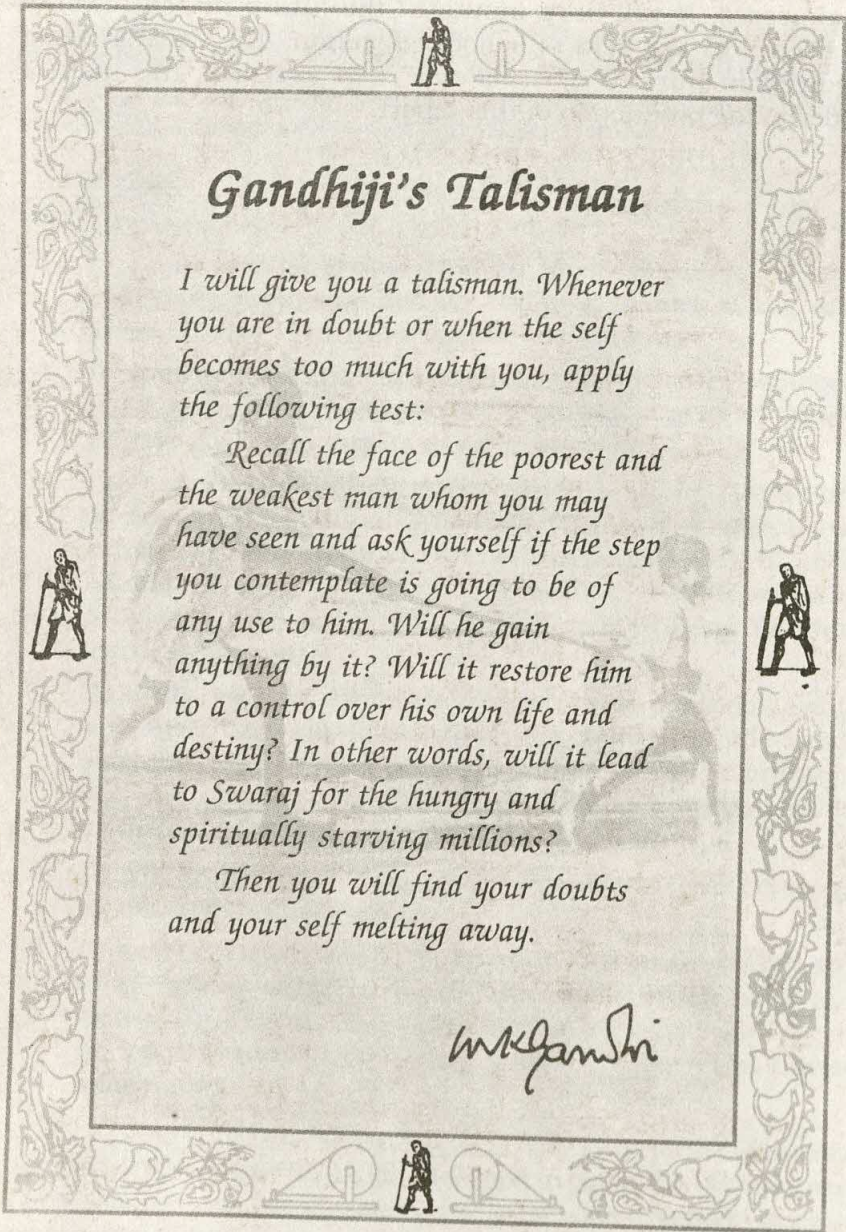
Objectives

The main objectives of the study include :

1. To study the progress achieved in development of school education, promoting literacy and programmes of alternative schooling in the state during the last 50 years.
2. To identify major policy initiatives taken, strategies adopted and innovations and experiments undertaken by the state to achieve goals and targets of Education for all.
3. To identify the gaps and problems faced by the state in implementing national and state level policy objectives of achieving Education for All, promoting quality of school education from pre-primary to senior secondary stage, providing relevant curricula and modernising teaching-learning processes.
4. To study related matters such as provision of school facilities and their utilisation, incentives to children of the weaker sections, teacher professionalism, role of non-governmental agencies, community participation, academic support system, mobilisation or resources for education.
5. To study implementation of educational schemes and monitoring mechanisms.
6. To suggest strategies and a plan of action for the future so as to adequately address the issues/ tasks which need to be resolved/ fulfilled in the state keeping in view the feasibility and the need to meet the emerging future challenges of the new millennium.

The study of the glorious march of 50 years of growth of Education in Maharashtra was basically envisaged to gauge the achievements in the march towards excellence and expansion of school education in the state. This study was also deemed important because it was the 40th year of the inception of the State of Maharashtra. It was also appropriate to have an overview of the achievements and

at the same time to reckon and identify the points of strength and weaknesses. It will have inputs in the future march towards excellence in the field of school education. The SCERT being involved in pursuit of excellence was assigned the task of undertaking production of this report.



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

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CONSTITUTION OF INDIA

Part IV A

Fundamental Duties of Citizens

ARTICLE 51A

Fundamental Duties – It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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Fifty Years of School Education

This chapter gives a historical and analytical perspective, which provides a brief resume about the state's educational scenario at the time of Independence and developments later on. The chapter highlights special developments in matters of policy with particular reference to school education.

State: Location, Demographic, Social and Economic Features

The State of Maharashtra came into existence on 1 May 1960 and is the third largest state in India, both in terms of area and population lying between longitudes 72° E and 80° E and latitudes of 17° N and 22° N. Its western boundary touches the Arabian Sea. Population of the state, as indicated by 2001 census, is 9.68 crores consisting of 5.04 crore males and 4.64 crore females. The urban population is 35.03 per cent and the rural population is 64.97 per cent. The number of women per thousand males is 938 and the population growth during the period 1971-1991 has been 2.43 per cent. It can be divided into three physical regions, i.e. coastal plain that runs along the Arabian Sea, the Western Ghats, and the Deccan Plateau that lies on the eastern side of the Western Ghats. Twenty-three big and small rivers flow through the state.

The entire state lies in the Monsoon Zone. Average rainfall in July to September is 71 cms. Maharashtra shows extreme fluctuations of temperature with summer temperature being as high as 46° C and winter temperature being as low as 5° C.

Maharashtra has a total area of 3,07,762 sq. km. Out of which, 5.382 sq. km. are covered with forests. The main agricultural products of the state are rice, cotton, groundnut, jowar, wheat and sugarcane. Rice is grown in abundance, particularly in coastal plains and river basins.

Maharashtra is a highly industrialised state and Mumbai is the industrial and commercial capital of the country. Mumbai,

Aurangabad, Kolhapur, Nasik, Nagpur and Pune are some of the important industrial cities in the state. A strong co-operative movement, especially in sugar and milk industry, has given great impetus to rural development.

Abolished Tenancy of Land Act 1962 empowered the landless agriculture labourers to have the ownership of the land they were erstwhile tilling for the landowners who till then were the owners of the land. This gave rise to the new class of the landless labourers who became the owners of the land. With this one move towards social and economic equality gave rise to the new aspirations of this class. Education of their wards became a need for this deprived class. The Employment Guarantee Scheme 1964 was the next step which provided the guarantee of employment to all the able bodied persons in the rural areas of the state. These two major steps did away the economical barriers in the society to a great extent.

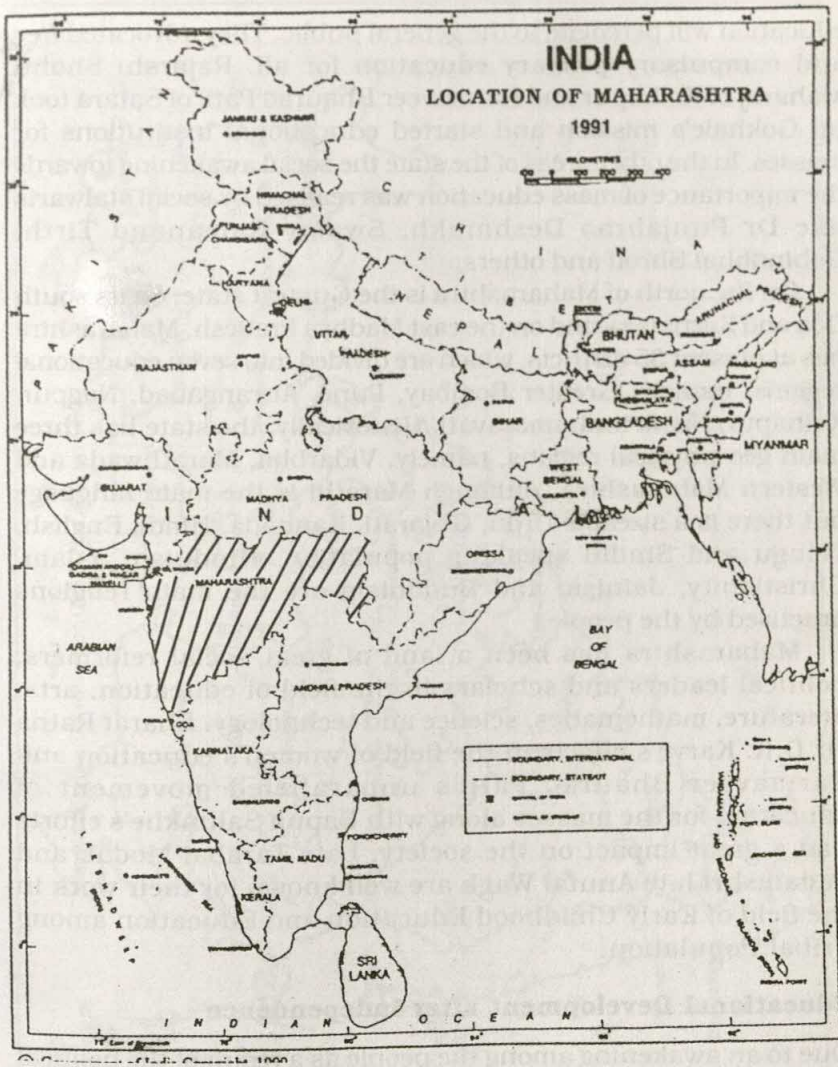
Maharashtra has also concentrated on the development of social sectors. It is one of the educationally advanced states in India. It had set the goal 'Education for All' by 2000 AD.

Educational Development in Maharashtra

School Education in the State at the Time of Independence

The European Missionaries sowed the seeds of Western Education in Maharashtra in the beginning of the nineteenth century. In 1821, the British Government established a Sanskrit College at Pune, which later came to be known as Deccan College. The Department of Education was established in 1857 as a consequence of Wood's Despatch of 1854. Mahatma Jotiba Phule established the first school for education of the untouchables and women in 1851 at Pune. Around 1880, the political leaders felt the need for educating the masses.

The great social reformers and leaders like Lokmanya Tilak, Agarkar, Chiplunkar and others established a school and a college in Pune for imparting national education and many others followed this example. Thus, the Deccan Education Society (Fergusson College), Shikshan Prasarak Mandali, Maharashtra Education Society and other institutions were started. G.K. Gokhale and Mahatma Phule did not accept the downward filtration theory propagated by the British which aimed at restricting education only to the higher castes of society and hoping that, in due course,



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The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.

The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.

Fig.1.1 : India : Location of Maharashtra

education will percolate to the general public. They advocated free and compulsory primary education for all. Rajarshi Shahu Maharaj of Kolhapur and Karmaveer Bhaurao Patil of Satara took up Gokhale's mission and started educational institutions for masses. In the other areas of the state the social awakening towards the importance of mass education was realised by social stalwarts like Dr Punjabrao Deshmukh, Swamy Ramanand Tirth, Gobindbhai Shroff and others.

On the north of Maharashtra is the Gujarat state; on its south Goa and Karnataka and on the east Madhya Pradesh. Maharashtra has at present 35 districts, which are divided into seven educational regions, namely, Greater Bombay, Pune, Aurangabad, Nagpur, Kolhapur, Nasik and Amaravati. Historically, the state has three main geo-physical regions, namely, Vidarbha, Marathwada and Western Maharashtra. Although Marathi is the main language but there is a sizeable Urdu, Gujarati, Kannada, Hindi, English, Telugu and Sindhi speaking population. Hinduism, Islam, Christianity, Jainism and Buddhism are the main religions practised by the people.

Maharashtra has been a land of great social reformers, political leaders and scholars in the field of education, arts, literature, mathematics, science and technology. Bharat Ratna Dr D.K. Karve's efforts in the field of women's education and Karmaveer Bhaurao Patil's unparalleled movement of education for the masses along with Bapuji Salunkhe's efforts had a great impact on the society. Late Tarabai Modak and Padamshri late Anutai Wagh are well known for their work in the field of Early Childhood Education and Education among Tribal Population.

Educational Development after Independence

Due to an awakening among the people as a result of the political movement leading to Independence, particularly among the downtrodden due to works done by social reformers like Dr Babasaheb Ambedkar, Karmaveer Bhaurao Patil, Dr Punjabrao Deshmukh and Swami Ramanand Tirth, there had been a rapid expansion of education. After Independence, primary education was entrusted to Zilla Parishads and Municipal Councils. Table 1.1 indicates the progress achieved in the field of education after Independence:

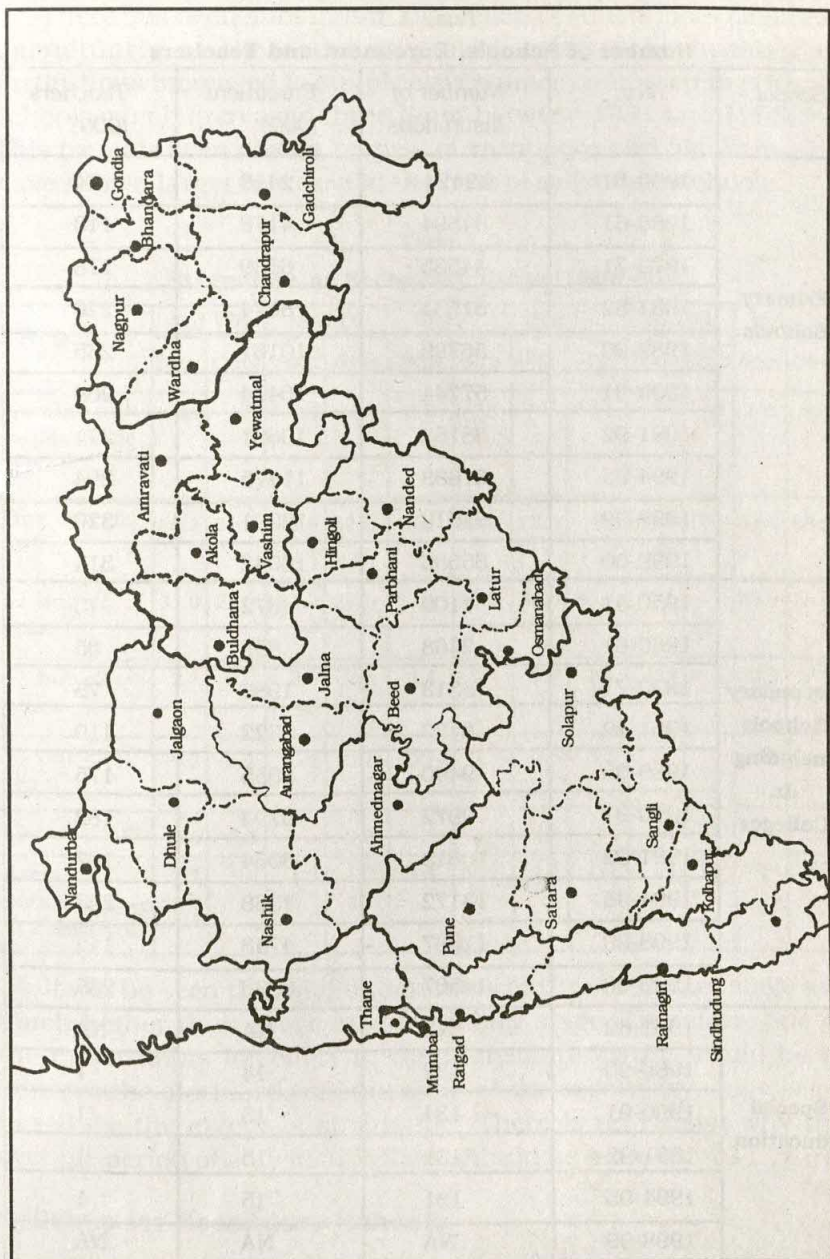


Fig. 1.2: Maharashtra Administrative Divisions

TABLE 1.1
Number of Schools, Enrolment and Teachers

<i>School</i>	<i>Year</i>	<i>Number of Institutions</i>	<i>Enrolment (000')</i>	<i>Teachers (000')</i>
Primary Schools	1950-51	22424+	2418	74
	1960-61	34594	4178	113
	1970-71	44535	6539	178
	1981-82	51534	8674	226
	1989-90	56799	10161	265
	1990-91	57744	10424	268
	1991-92	58168	10661	271
	1994-95	61683	11475	294
	1998-99	64918	12291	320
	1999-00	65586	12042	314
Secondary Schools including Jr. Colleges	1950-51	1100	372	13
	1960-61	2468	858	35
	1970-71	5313	1985	75
	1981-82	6237	3522	119
	1989-90	9490	5555	175
	1990-91	9972	5794	182
	1991-92	10613	6064	187
	1994-95	13172	7368	223
	1998-99	11067	4748	142
	1999-00	14507	8333	235
Special Education	1981-82	NA	NA	NA
	1989-90	132	14	1
	1990-91	134	15	1
	1991-92	131	15	1
	1994-95	131	15	1
	1998-99	NA	NA	NA

Source: 1. *Education at a Glance* — 1981-82, 1991-92, 1998-99, 1999-2000.
2. *Fifty Years of Education in Maharashtra 1922-1969*.

There has been substantial expansion of educational facilities, particularly at the secondary stage where the number of institutions increased to almost eleven times compared to primary schools which increased three times between 1951 and 1998-99. This trend is seen also in respect of enrolment and teachers who have shown larger increase in the case of secondary schools.

TABLE 1.2
Stagnation at Secondary Stage (1965-66)

Particulars	Std VIII		Std IX		Std X		Std XI		Std XII		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of pupils in the class	241	83	196	65	168	53	99	34	1	0	705	235
One year or less	65.2	69.9	64.9	69.1	63.4	66.9	62.5	68	92.0	100	64.4	68.9
>1 but <2 years	31.9	27.6	31.9	28.1	33.0	29.3	34.8	30.4	7.6		32.6	28.6
>1 but <2 years	2.7	2.3	3.0	2.6	3.4	3.4	2.7	1.6	0.4		2.9	2.5
>1 but <2 years	0.2	0.2	0.2	0.2	0.2	0.3	0.0	0.1			0.1	0.0
Over 4 years	0.0	0.0		0.0		0.0	0.1		0.0		0.0	0.0
Average period of stay in a class (yrs.)	1.4	1.3	1.4	1.3	1.4	1.4	1.4	1.3	1.1	1.0	1.4	1.3

It will be seen that stagnation rates at the secondary stage are much higher than those at the primary stage. Therefore, one of the major areas for effort in the immediate future would be to improve the standards of education at the secondary stage so as to reduce the extent of stagnation. There is no reason why the average period of stay in any class should be more than 11 years.

Syllabus for Secondary Schools

At the secondary stage, schools were required to select books out of the list of books sanctioned by the Department. In all secondary schools, high school or higher secondary course include the

language group of subjects and core subjects in addition to which academic subjects or the electives have to be studied for appearing at the public secondary school certificate/higher secondary certificate examination.

In Western Maharashtra, where the higher secondary pattern of secondary education has not been introduced, most secondary schools offered only the normal academic course throughout four years of high school education, viz. Classes VIII-XI. The multipurpose high schools also offered similar academic courses in addition to diversified courses, viz. technical, commerce, agriculture, home science and fine arts. A student has to select subjects in Class VIII and study them for a period of four years. The academic courses in all secondary schools fall under arts and science or humanities and science courses.

In Vidarbha and Marathwada, high schools terminating with Class X offer academic courses of study as in Western Maharashtra. The higher secondary schools, however, have clear-cut diversified courses, viz.-humanities, sciences, technical, commerce, agriculture, home sciences and fine arts which are elective from Classes IX to XI. Normal schools offering humanities and/or sciences are called higher secondary multipurpose schools.

Administration and Inspection of Secondary Schools

Until 1951, education including technical and art education was administered by the Director of Public Instruction whose designation was changed to Director of Education. She/he was in-charge of both school and collegiate education.

The pattern of administration and inspection of secondary schools was different in three parts of the state. In Western Maharashtra, until 1953, there was a Divisional Inspectorate. As secondary education expanded, it was found that the Divisional Inspector was not in a position to pay adequate attention to the development and improvement of secondary schools in his/her jurisdiction. A district inspectorate was, therefore, established in 1953 with a Class I Officer incharge of each district for proper administration and supervision of secondary education at the district level.

As the number of universities and institutions of higher education increased, a separate post of Additional Director of Education with the same status as that of the Director of Education

was created in 1966. Similarly, a separate Directorate of Art was also created in the same year to give greater impetus to art education. A separate post of a Deputy Director of Education was created in 1967 to meet the growing needs of the secondary education in Greater Mumbai.

In Vidarbha, a Class I Officer designated as the Divisional Superintendent of Education was incharge of two or three districts according to the number of educational institutions. At each district, a Class II Officer who was designated as the District Inspector of Schools was responsible for supervision of secondary schools. These District Inspectors of schools worked under the direct supervision of the Divisional Superintendent of Education.

There has been a separate inspectorate for women's education in all the three regions of Maharashtra for undertaking inspection and supervision of secondary schools for girls. After the establishment of Zilla Parishads in 1962, inspection of secondary schools, which was the responsibility of the Government until that year, was assigned to Zilla Parishads. All posts of the Educational Inspectors at the District level were transferred to Zilla Parishads and they were designated as Parishad Education Officers. This measure brought about uniformity in respect of district educational organisation throughout the state — except Mumbai.

Grant-in-Aid to Secondary Schools

In Western Maharashtra, secondary schools are eligible for the following kinds of grants: Maintenance grants, Building grants, Equipment grants and such other grants as may be sanctioned by the Government from time to time. Proprietary schools were not eligible for any kind of grant from public funds. Schools charging tuition fees at rates higher than one and half times the prescribed rates are also not eligible for grant-in-aid of any kind. Building grants were given to management of schools for erecting, purchasing or reconstructing school buildings. The maximum building grant that can be paid is one-fourth of the total expenditure. In case of vocational high schools this limit can be raised to one half.

The basis of grant-in-aid to secondary schools in Vidarbha, which used to be 33 per cent of the approved expenditure or half of the income, whichever was less. It was revised in 1956, with

retrospective effect from 1 April 1955 and grants were reassessed on the deficit formula basis. According to this principle the Government paid a certain percentage of net deficit in the annual accounts of the school. The net deficit was defined as the difference between the annual admissible expenditure and 90 per cent of the income from fees.

In Marathwada, grants were paid irrespective of the location of a school at two-thirds of the expenditure incurred on salaries and establishment minus fee income at Government rates. From 1963-64, a uniform grant-in-aid code for secondary schools throughout the state was brought into force to regulate recognition, grant-in-aid and other cognate matters pertaining to secondary schools.

Prescription of Textbooks in Secondary Schools

In Western Maharashtra, schools used textbooks which were prescribed by the Department. The Director of Education prescribes them on the basis of recommendations of various schoolbook committees specially constituted for different languages. At the secondary stage, schools are required to select books out of the list of books recommended by the Department.

In Vidarbha, the Vidarbha Board of Secondary Education prescribed textbooks in secondary schools and schools were required to select books out of the recommended list. In Marathwada, the Board of Secondary Education, Hyderabad used to recommend books for use in secondary schools on the advice of experts specially appointed for the purpose. At present, textbooks for Classes I-VII are prescribed by the Department while those for Classes VIII-XI are prescribed by the State Board of Secondary Education.

Buildings for Secondary Schools

The Government gives building grants, site grants and loans for school buildings. The accommodation usually available for secondary schools leaves much to be desired although the standard is somewhat better than that of primary schools. Many schools, particularly in big cities, have to adopt shift system on account of acute shortage of accommodation. Non-availability or prohibitive cost of land has caused difficulties in construction of school buildings particularly in urban areas.

Public Examination at the end of the Secondary Stage

In Maharashtra, two public examinations are held at the end of the secondary stage. The first is the Secondary School Certificate examination conducted by the Poona Divisional Board. This is held at the end of Class XI and lead to the pre-university course of one year. In Vidarbha and Marathwada regions, high school examination is held at the end of Class X or XI (new) respectively. This examination is equivalent to the SSC. Examination of Western Maharashtra. In Vidarbha, candidates passing the high school examination are admitted either to Class XI of the higher secondary schools or to a pre-university course of one year. In addition, a higher secondary examination is also conducted in the Vidarbha and Marathwada regions at the end of Class XI and Class XII (new), respectively and leads directly to the first year of the three-year degree course.

In 1959-60, 33,660 boys and 12,167 girls passed the SSC examination; that their number increased to 69,628 boys and 25,140 girls in 1965-66. This implies an average annual increase of 12.9 per cent for boys and 12.8 per cent for girls. The total number of pupils passing the SSC examination also increased from 45,827 in 1959-60 to 94,768 in 1965-66 at an average annual rate of 12.9 per cent per year.

At the higher secondary examination, the total number was very small. In 1959-61, these numbers increased to 2,550 boys and 499 girls or 3,049 pupils in total. Ever since, the number of boys passing the higher secondary examination has increased at 11.0 per cent per year. In the case of girls, the increase was 18.7 per cent per year (and that of the boys and girls taken together at 12.4 per cent per year). As many as 4,296 boys and 1,176 girls (or 5,472 pupils) passed this examination in 1965-66.

Integration Committee for Primary Education

After reorganisation of the states, the Government of Bombay appointed a committee under the chairmanship of Shri J.P. Naik to deal with problems of integration in primary education in the state. The Committee was requested to survey and report to the Government on the present position of primary and pre-primary education in different regions in the state. The Committee submitted its report in 1959. The Government accepted some of its recommendations.

Training of Primary School Teachers

With the introduction of compulsory primary education, the problem of training of primary teachers in Western Maharashtra assumed great importance. With a view to meeting the need of trained teachers for the primary schools to be opened in the Third Five Year Plan for the implementation of universal, free and compulsory primary education, additional number of training colleges were opened. In addition to this, a special training course of one-year duration was started for sufficiently experienced untrained teachers. In Vidarbha the minimum qualification for a primary school teacher was the passing of Standard VII. There was, therefore, no dearth of untrained teachers for the appointment in the first instance. But they were required to undergo training at the Basic Training Colleges previously known as normal schools. The Primary Training Colleges used to conduct two types of courses: (i) Two-year Junior PTC Course for PSC passed teachers, and (ii) One-year Junior PTC Course for SSC passed teachers. Most of these colleges were situated in rural areas and were residential. There were separate colleges for men and women. Recently, the trend is for more co-educational institutions. Steps have also been taken to increase the duration of the training course to two years for SSC passed candidates. They now receive Diploma in Education instead of certificate.

The number of women teachers (percentage of female primary school teachers in 1950-51 was 22 per cent, it was 42 per cent in 1998-1999) is increasing more rapidly both at primary (42.24 per cent in 1998-99) and secondary (from 24.32 per cent in 1950-51 to 30.46 per cent in 1998-99) education stages. It is also noticed that the percentage of trained teachers (95 per cent in 1998-99) has considerably increased. A large number of trained teachers seeking employment are available in the state. (See Table 1.3.)

Integration Committee for Secondary Education

The Government of Bombay appointed a Committee under the chairmanship of Shri I.R. Desai to deal with the problem of integration of secondary education in the State in 1957-58. The Government accepted them for recommendations of the Committee, in respect of the higher rates of grant-in-aid, enhanced salary scales for teachers in non-government secondary schools and maximum and minimum tuition fees chargeable in different standards of secondary schools.

General Education and Training of Secondary School Teachers

Secondary teachers training colleges (Colleges of Education) affiliated to universities undertake training of graduate teachers. Colleges of education admit graduates and follow a course of studies, theoretical and practical, as laid down by universities to which they are affiliated. The number of colleges of education has increased from 11 in 1960-61 to 27 in 1965-66 and number of students from 1,215 to about 2,400.

TABLE 1.3

Development of Education in Maharashtra

(Figures for Enrolment and Expenditure are in lakh. Estimated)*

School		1950-51	1960-61	1965-66	1970-71	1975-76	1991-92	1998-99
Pre-primary Institutions	Total	527	448	704	850	855	996	NA
	Girls	-	-	-	-	-	-	-
Enrolment	Total	0.34	0.32	0.61	0.61	0.64	0.96	NA
	Girls	0.15	0.15	0.24	0.28	0.29	0.44	NA
Teachers	Total	1351	1188	1636	1833	1647	24000	NA
	Female	1283	1134	1601	1790	1570	23000	NA
Expenditure	—	16.95	19.99	37.29	54.09	87.23*	NA	NA
Primary Institutions	Total	34594	41781	45143	48299	51045	58168	64918
	Girls	1406	1681	1891	1969	1996	NA	NA
Enrolment	Total	41.78	55.35	62.29	69.93	83.92	106.59	122.91
	Girls	14.95	20.92	24.28	28.69	36.05	49.30	59.04
Teachers	Total	112672	152611	184515	220589	222070	273000	320000
	Female	25286	38132	50048	65274	69629	105000	133000
Expenditure	—	1595.59	2624.86	6198.87	10892.90	17745.68*	NA	NA
Secondary Institutions	Total	2468	4032	5339	5810	6119	10613	14010
	Girls	249	362	419	439	432	NA	NA
Enrolment	Total	8.58	15.00	19.37	24.42	33.09	60.64	79.98
	Girls	2.30	4.30	6.01	8.26	11.51	24.07	35.16
Teachers	Total	35038	57428	76530	95531	114065	186000	232000
	Female	8522	14711	20385	26251	32223	56000	71000
Expenditure	*—	997.78	1826.53	4119.54	7156.23	16007.67*	NA	NA

For a secondary school teacher, an adequate command over the subject and appropriate methods of teaching are extremely important. It is, therefore, necessary to ensure that every teacher in a secondary school teaches only those subjects which he/she has taken at the degree level and has the knowledge of methods of teaching the subject.

The Government provides about 17% of the state budget (plan and non-plan) for primary education, which is around Rs 1000 crore as proposed in 1993-94. The major share of the budget goes towards grants paid to local bodies and non-government organisations. The grant given is for salaries of teachers, educational equipment, and rent of buildings. As per the policy of the state government, a primary school is provided for a population of 200 within the radius of 1.5 km. All the villages have been provided with the facility of a primary school.

TABLE 1.4
Managementwise and Typewise Single Teacher
Primary Schools, Enrolment

Year		Central	State	Z P Rural	Z P Urban	Municipal	Private aided	Private unaided	Total*	
Institutions	1989-90	4	-	12901	59	38	46	12	13060	
	1990-91	4	-	12910	58	34	39	6	13051	
	1991-92	4	-	12703	61	39	42	5	12854	
Enrolment	Boys	1989-90	(56) *	-	228	1	1	1	232	(56)
		1990-91	(60)	-	228	1	1	(49)	231	(109)
		1991-92	(70)	-	222	1	1	(59)	225	(129)
	Girls	1989-90	(64)	-	194	1	1	1	198	(64)
		1990-91	(70)	-	196	1	1	(130)	199	(200)
		1991-92	(76)	-	194	1	1	(171)	197	(247)
Total		1989-90	(120)	-	422	2	2	2	430	(120)
		1990-91	(130)	-	424	2	2	(179)	430	(309)
		1991-92	(146)	-	416	2	2	(230)	422	(376)

* Figures that could not be shown in 000s' are shown as absolute figures in brackets.

All single teacher schools have now been converted into two teacher schools by posting additional teachers in these schools. The teacher-pupil ratio (1:40 expected), in 1999-2000, is 1:38 in primary schools and 1:35 in secondary schools. There are 3,13,656 primary and 30,442 secondary school teachers in the State.

Regional Imbalances in Educational Development

Maharashtra State consists of three principal regions: (i) Western Maharashtra which formed part of the educationally advanced Province of Mumbai; (ii) Vidarbha which formed part of the comparatively less advanced Province of C.P. and Berar; and (iii) Marathwada. Marathwada was a part of the Nizam of Hyderabad dominion, where prior to the police action of 1948, hardly any educational development worth the name had taken place. The educational development of these three regions, therefore, showed considerable imbalance; for instance, in 1950-51, the earliest year for which separate statistics of these areas are available, there were three universities in Western Maharashtra, one in Vidharbha and none in Marathwada. The total number of institutions of higher education numbered 72 with an enrolment of 34,483 in Western Maharashtra, 23 with an enrolment of 8,298 in Vidarbha and only three with an enrolment of 603 in Marathwada. This indicated that regional imbalance is reduced to a great extent.

There were 584 secondary schools with an enrolment of 2,34,004 in Western Maharashtra, 148 with an enrolment of 62,400 in Vidarbha and only 33 with an enrolment of 15,919 in Marathwada. At the primary stage, Western Maharashtra had 15,616 schools with an enrolment of 20,944; Vidarbha had 4152 schools with an enrolment of 3,977; and Marathwada had 2655 schools with an enrolment of 17,800. For every 1,000 population Western Maharashtra had an enrolment of 131 at all stages of education, Vidarbha 79 and Marathwada 39. The direct expenditure on education was Rs 12.04 crore (or Rs 624 per capita) in Western Maharashtra. Rs 1.81 crore (Rs 2.38 per capita) in Vidarbha and only Rs 61 lakh (or Rs 1.28 per capita) in Marathwada. One of the major problems which the government faced was, therefore, to secure an all-round expansion of educational facilities in all parts of the state and to reduce, as quickly as possible, the regional imbalance of educational development among Western Maharashtra, Vidarbha and Marathwada.

TABLE 1.5
Educational Institutions by Regions
(1950-51 to 1965-66 and 1999-2000)

Year	Region	Higher Educa- tion	Higher Second- ary	Primary Schools	Pre- primary School	Voca- tional	Special Schools	Total
1950-51	Western Maharashtra	72	584	15616	95	266	7325	23958
	Vidarbha	23	148	4152	5	19	7216	11583
	Marathwada	3	33	2655		10	67	2768
	Maharashtra	98	765	22423	100	295	14608	38309
1955-56	Western Maharashtra	106	750	18572	163	462	10320	30373
	Vidarbha	26	226	6337	63	27	798	7477
	Marathwada	4	42	3832	2	5	176	4061
	Maharashtra	136	1018	28741	228	494	11294	41911
1960-61	Western Maharashtra	176	1552	20572	290	644	21833	45117
	Vidarbha	65	417	8556	218	184	1387	10827
	Marathwada	24	229	5736	19	58	557	6623
	Maharashtra	265	2198	34864	527	886	23827	62567
1965-66	Western Maharashtra	199	2374	23294	293	718	166279	193607
	Vidarbha	89	782	11074	136	208	8319	20608
	Marathwada	32	565	7724	19	46	8116	16502
	Maharashtra	320	3721	42092	448	972	182714	230717
Average annual% increase over 1950-51	Western Maharashtra	7	9.8	2.7	7.8	6.8	23	15
	Vidarbha	9.4	11.7	6.8	24	17.3	0.9	3.9
	Marathwada	17.1	20.5	7.4		10.7	38	12.6
	Maharashtra	8.2	11.1	4.1	10.5	8.3	18.3	12.7
1999-00	Western Maharashtra		8369	37905	25167			
	Vidarbha		2518	15959	13369			
	Marathwada		3620	11722	7537			
	Maharashtra		14507	65586	46073			

Measures for Reducing Regional Imbalance

It is a matter of great satisfaction that this responsibility has been discharged very creditably, especially after 1960, when the separate state of Maharashtra came into existence. The table 1.5 indicates the progress of general education of the state as a whole between 1950-1951 and 1965-1966. It will be seen that during the period under review (1950-65), the total number of educational institutions rose from 38,309 to 23,765; enrolment from 33.22 lakh or 10.38 % of the population to 81.97 lakh or 18.24% of the population. Number of teachers rose from 89,941 to 2,30,171 and total education expenditure from Rs. 17.43 crore or Rs 5.44 per head of population to Rs. 77.73 crore or Rs 17.30 per head of population which is the highest in India. In spite of handicaps created by the backlog of underdevelopment in Vidarbha or Marathwada, Maharashtra is now reckoned as one of the educationally advanced states of India.

This was made possible because special attention was paid to the expansion of educational facilities in Vidarbha and Marathwada and efforts were made to reduce the imbalance of educational development between these regions. It was hoped that the imbalances would be reduced to the minimum by 1975-76 by adopting the policy of decentralisation. This policy resulted in establishing one new university in Western Maharashtra, one in Vidarbha and two universities in Marathwada regions. Similarly, there had been growth in number of colleges, schools both at secondary and primary levels.

Organisational Structure of the Existing Educational System

Expenditure

The Table 1.6 reveals that the percentage rise in expenditure for primary and secondary education was three times in the first decade and two times in the second decade, i.e. the rate of expenditure both at primary and secondary levels has not kept pace with percentage rise in the year 1986. The percentage rise in enrolment of pupils and the number of teachers is also seen. In the first decade there were less facilities for education at primary and secondary levels as compared to the second phase.

TABLE 1.6
Budget Estimates for School Education Department
(Plan and Non-plan) (Rs in thousands)

Year	Level of Education			80-General
	Elementary	Secondary	Adult	
1950-51	75900	32900	5160.259 ⁺	NA
1960-61	163000	96300	6860.636	NA
1972-73	564652	411094		64595
1974-75	807375	561238		84518
1975-76	992084	648578		93036
1976-77	1003708	686776		86065
1977-78	1087332	755053		90459
1978-79	1296776	954327		106503
1986-87	4265274	3636247	55552	214351
1987-88	4806498	4002026	77702	226314
1990-91	6883999	6774938	130686	311275
1991-92	8868596	8112075	157737	347725
1994-95	12609282	11704409	140640	494283
1995-96	15909136	14036057	114093	467237
1996-97	18698034	16555239	90309	505439
1997-98	21469249	18546634	85930	823550
1998-99	23271858	20657461	84329	622289
1999-2000	22852611	39101591	127883	697209

+ Relates to the year 1955-56 the figures are of actual expenditures

80-General is the budget head as shown in budgets.

Source: Civil Budget Estimates-E-School Education Department

The amount of expenditure on each pupil is far less. More resources need to be made available for growth of education.

TABLE 1.7
Enrolment, Teachers and Expenditure for 1966-1986
(Figures in Lakh)

Year	Primary			Secondary		
	Enrolment	Teachers	Expenditure	Enrolment	Teachers	Expenditure
1966	55.35	0.97	2624.85	15.00	0.57	1925.41
1976	66.93	1.46	10892.89	24.42	0.96	7786.08
Percentage increase	20.92	0.49	8268.04	62.80	68.42	304.39
1986	92.63	2.44	31023.96	45.11	1.02	22769.92
Percentage increase	38.40	200.00	184.81	84.73	6.25	192.44

TABLE 1.8
Comparative Per Capita Expenditure for
1966, 1976 and 1986
Per Capita Expenditure (In Rupees)

	1966		1976		1986	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Actual	47.42	128.36	155.77	318.84	334.92	504.76
Real	31.30	84.72	52.96	107.4	53.59	80.76

Education For All

(Focus on ECCE and UEE)

This chapter deals with different aspects which have significant bearing on achievement or otherwise of Universalisation of Elementary Education (UEE). These are discussed in the paragraphs that follow.

The Government of Maharashtra has a decentralised system of control of primary education. It is controlled by local bodies. Zilla Parishads have been empowered to control primary education in rural areas, whereas, the Municipalities, Municipal Corporations, Cantonment Boards, etc. control it in urban areas. Zilla Parishads and authorised **C** class Municipalities are provided with 100% grant for their admissible expenditure on primary education. The **B** class Municipalities receive 90% grants, **A** class Municipalities are given 80% grants and Municipal Corporations receive 50% grants. In addition, private societies also run some primary schools, either on grant-in-aid or with no grant-in-aid basis. However, their share in primary education is only 8 per cent.

There are about 65,586 primary schools in the state with an enrolment of about 120.42 lakh. About 3.14 lakh teachers manage them. Generally, primary schooling facility in rural areas is provided for a population of 200 within a radius of 1.5 km. This facility has now been extended to habitations with no schools and to out-of-school children in the 6-14 age group. Teacher training courses are conducted at various junior colleges of education run by the Government itself and non-government societies. The demand of trained teachers for primary schools is, thus, mostly met. In-service training programmes are also organised for improving the competency of primary school teachers.

As regards school buildings, the position is more or less satisfactory. Some schools are still located either in rented

buildings or temples and chawdies, etc. About 48,000 classrooms need to be constructed in rural areas. Zilla Parishads receive grants for classroom construction.

In order to have proper control and supervision over primary schools, posts of Block Education Officers are created to strengthen inspection machinery. Similarly, for providing academic guidance and supervision, 4,860 posts of Cluster Coordinators have been created.

With a view to increasing the enrolment and reduce drop out rates among children belonging to SC/ST/VJNT, the scheme of supply of free uniforms and writing materials to the pupils studying in Standards I-IV have been in force since 1978-79.

The scheme of Book Banks for the benefit of children belonging to the SC (including Nav-Buddha), ST, VJNT and other weaker sections of community is being implemented in primary schools.

Under the centrally sponsored scheme of Operation Blackboard, teaching-learning material has been provided to 36,810 primary schools and 11,000 upper primary schools; 15,602 single teacher schools; have been provided with a second teacher. 4,200 primary schools were provided with a third teacher, as their enrolment was more than 100 in each school. Additional post of a teacher was provided to upper primary schools. During 2000-2001, 5,895 upper primary schools were provided with teaching-learning materials. Two-in-one, radio and colour television sets have been supplied to 4,000 primary schools under the centrally sponsored scheme.

Maharashtra has, with assistance from the Central Government and the World Bank, decided to implement District Primary Education Programme (DPEP) in educationally backward districts where women literacy rate is below the national average and where the TLC has been completed.

Five districts, viz. Aurangabad, Nanded, Parbhani, Osmanabad and Latur were selected in the first phase and the scheme for universalisation of primary education is being implemented since June 1994. In the second phase, Beed, Jalna, Dhule, Nandurbar, and Gadchiroli districts were covered under this scheme in 1997-98. Expenditure to the extent of 85% is borne by the Government of India and 15% by the State Government. In addition Amchi Shala — Joint UN programmes in 11 tribal blocks

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of Thane and Nasik districts and Primary Education Enhancement Programme in Yeotmal and Chandrapur districts are being implemented.

The Government has prepared a Plan of Action for universalisation of primary education, which is being implemented since 1994-95. As suggested in the POA the following main schemes are being implemented:

1. Contingency grant at the rate of 4% of the salary of teacher is paid to primary schools for providing physical and educational facilities.
2. 4,860 Central Primary Schools have been established and 4,860 posts of Cluster Coordinators have been created for monitoring, guiding and supervising primary schools run by Zilla Parishads.
3. Educational Advisory Committees have been formed at the District and Block levels.
4. The Government has identified 103 educationally backward blocks, where schemes of providing free textbooks, free uniforms, and writing material for the children in Standards I-IV are introduced.

As per Government Resolution, School Education Department No. SAO-1099/(100)/99/PRASHA-2, dated 1 June 2000, the office of the Directorate of Education (School Education), Maharashtra State reorganised and established the Directorate of Primary Education.

In order to make available the facility of education to out-of-school children, i.e. Kamgar and others, street children, bonded child labourers, children working at home and other places, the Government has started Mahatma Phule Shikshan Hami Yojana vide GR SED No. PRE 2000/(2601)/PRASHI-1, dated 13 October, 2000.

Elementary Education in Maharashtra under the Five Year Plan: Achievements and Shortfalls

While organising educational services, a welfare state has two main objectives: (i) providing a network of educational institutions to cater to the needs and abilities of the people; and (ii) ensuring their optimum utilisation by the socially and economically weaker

sections of the people in particular for whom the opportunities were so far denied or were prohibited. Maharashtra State had substantially achieved these objectives. The Third Five Year Plan gave a promise of greater expansion and still greater utilisation of these services in the Fourth Five Year Plan.

First Five Year Plan (1951-56): The erstwhile Bombay State started its educational reconstruction programme from 1947-48. Under this programme different measures were taken for achieving educational development. Among others they included the introduction of compulsory primary education in all the villages with a population of 1000 and above.

Voluntary organisations conducting primary schools were also given grants for opening schools in villages with a population between 400 to 700. Inspecting officers appointed during the post-war reconstruction period were continued during the First Five Year Plan. The building programme of primary schools was accelerated with the formation of the district building committees during the latter half of the First Five Year Plan. Control over provident fund of primary school teachers was taken over by the Government for financing the school buildings programme.

Simultaneously, schemes were also drawn up for establishment of Government Basic Training Centres, improvement of pay scales and service conditions of secondary school teachers, and payment of grants to non-government secondary schools at increased rates. These activities covered by the post-war reconstruction schemes were continued in the First Five Year Plan period. As sufficient preliminary work had already been undertaken, it was easy to achieve the desired progress in the First Five Year Plan schemes in the subsequent years.

In addition to the extension of schemes taken up in the post war reconstruction period, other schemes such as, research projects in secondary schools, improvement in secondary education, intensive educational development in selected areas, and conversion of ordinary schools into basic schools were included in the First Five Year Plan. Steps were also taken during this period to convert almost all the primary training colleges into Basic Training Colleges in order to make available sufficient number of Basic trained teachers, which was the prime need of the day.

As a result of merging of different princely states in the Bombay State, the new areas with different patterns and standards of educational development came together. Even then, considerable progress in general education was made by extending compulsion to these new areas along with the old Bombay State districts. In the last two years of the First Five Year Plan, the Government of India introduced the scheme for relief of educated unemployment, one of the components being the appointment of primary school teachers. Because of this scheme, expansion of primary education got considerable momentum and the programme of covering under compulsion villages with a population of 1000 and above was completed according to the schedule.

Introduction of vocational courses in some selected secondary schools made a history in the field of secondary education. With the introduction of this scheme, it was established that bookish education without vocational, practical training was of very little use to younger generation for enabling them to shoulder the increasing responsibilities of life.

By the end of the First Five Year Plan, the regional universities, which were already functioning for the past four-five years, needed greater financial help for their proper development. The Government, therefore, extended adequate help to these universities to enable them to settle down on a firm footing and to further develop as important centres of learning. This step was found to be in the right direction looking to the development they made in future plans.

During the First Five Year Plan period, the syllabus of primary and secondary schools was completely overhauled because of the Government decision to abolish English from Standard V onwards. The new improved textbooks based on revised syllabus were published by the middle of 1955.

Under the programme of expansion of audio-visual education, short-term courses were organised for secondary school teachers. Physical education programme was supervised independently by Inspector for Physical Education with 32 ADEIs to assist him in his work. NCC programme was also introduced with necessary expansion for the first time. Library development movement in the state, which was launched in the post-war reconstruction period, was also consolidated during the First Five Year Plan.

Second Five Year Plan (1956-61): Reorganisation of States took place in 1956 when the implementation of First Five Year Plan had been completed and that of the Second Five Year Plan had just started. In 1960 the reorganised bigger bilingual state was bifurcated and new states of Maharashtra and Gujarat were formed.

The Second Five Year Plan schemes as far as primary education was concerned, covered the following:

1. Compulsory primary education and expansion of primary education;
2. Training of primary school teachers;
3. Conversion of ordinary primary schools into basic schools;
4. Construction of building for primary schools.

High priority was given to the introduction of universal, free and compulsory primary education in Western Maharashtra region. However, the growth had not been uniform in the other constituent regions of the state. In Western Maharashtra, compulsion was extended during the Second Five Year Plan to villages having a population of 500 to 999. Accordingly 4,217 posts of teachers were sanctioned and 1,81,280 additional pupils of the age group 7-11 were brought into schools. In Vidarbha and Marathwada compulsion was introduced on a small scale as an experimental measure, 238 villages in Vidarbha and 131 villages in Marathwada were brought under compulsion by the end of the Second Five Year Plan.

The nature of primary education schemes of the different regions was not identical and it was necessary to bring out uniformity. The Government, therefore, appointed an Integration Committee to examine and make recommendations for the integration of different schemes of primary education for its improvement. According to the recommendations of the Integration Committee, pay scales of primary school teachers were brought *at par* in all the three regions with minimum salary for untrained and trained teachers fixed at Rs 40 and Rs 50, respectively.

For the improvement of quality of instruction in primary schools provision of adequate facilities for training of teachers was important. In 1950-51, there were in all 64 Basic Training Colleges in the State, which provided facilities about 8,100 teachers annually. The number of training colleges and trainee teachers

was increased to 78 and 11,218, respectively, in 1955-56 and to 127 and 16,547 teachers, respectively, in 1960-61. The percentage of trained teachers in primary schools increased from 46 in 1950-51 to 63 in 1960-61.

In the field of secondary education the main objective of the Second Plan was to make further provision for diversified courses in consonance with the recommendations of the Mudaliar Commission. The impact of expansion of primary education was felt on secondary education and it was necessary to open new schools for providing admissions to the increased number of pupils. The pace of progress made in secondary education during the course of the Second Five Year Plan as compared to that in the First Five Year Plan could be seen from the fact that in 1950-51 there were 1,035 secondary schools while in 1960-61 the number rose to 2,468.

After the reorganisation of states in 1956 it was found necessary to lay down a uniform method for imparting secondary education in various constituent regions of the state. The Government, therefore, appointed an Integration Committee in 1958 and accepted its main recommendations for implementation. According to the recommendations of the committee the rates of grant-in-aid were uniformly revised to 45 per cent of admissible expenditure in urban areas and to 50 per cent in rural areas. The pay scales of teachers were also revised raising the salary of untrained matriculate teachers to Rs 65 (fixed) and of graduate trained teachers to the scale of Rs 120 to Rs 300. Another important step taken by the Government for improving standards of secondary education was the reintroduction of teaching of English in Standard V to VII on an optional basis from June 1960. Facilities for the training of secondary teachers were also extended during the Second Five Year Plan period with the result that the proportion of trained teachers in secondary schools increased from 59.9 in 1955-56 to 61.2 per cent in 1960-61.

It was decided to organise short-term training courses of about four months' duration each for teachers of diversified subjects for multi-purpose high schools. Two such courses were organised in 1958-59, one at S.T. College, Bombay and the other at SMTT College, Kolhapur. Four such courses were also organised in 1960-61.

Under the Government of India scheme for opening of multi-purpose schools, diversified courses in agriculture, commerce,

home science and fine arts were approved for introduction in some schools during 1955-56. There was a great demand from the management of non-government secondary schools for the conversion of schools into multipurpose schools and provision of liberal grants by the Government for the purpose. During the Second Five Year Plan, 80 ordinary schools were converted into multipurpose schools.

Higher education in humanities, basic sciences and other professional subjects like law and commerce form a part of general education. Apart from opening of Government colleges for these subjects, Government assisted non-government agencies for maintaining and expanding such institutions. From 91 institutions of higher education in 1951-52 the number rose to 202 institutions in 1960-61. In order to enlarge opportunities for higher education, the Government established Marathwada University in 1958 for the Marathwada region. Universities in the state implemented various schemes for the development of their departments for which they received grants from the University Grants Commission. The State Government also provided matching grants to universities.

The programme for adult literacy was intensified during the Second Five Year Plan. Eradication of illiteracy among the adult population was done mainly through social education organisers in community development blocks. Besides, voluntary agencies and social education committees were given liberal grants for conducting adult literacy classes. By the end of the First Plan, over 11,100 literacy classes were functioning in the state. About 4,800 more classes were opened during the Second Five Year Plan.

A scheme for development of libraries and establishment of reading rooms was undertaken. Under this scheme, grants were given to 2,664 libraries and 240 literacy centres were opened during the Second Five Year Plan.

Physical education was made compulsory in primary and secondary schools. To train teachers in physical education, there were 22 institutions in the state which conducted one-year diploma courses and short-term certificate courses. During 1958-59, a State Council for Sports was set up under the chairmanship of the State Minister for Education for conducting and promoting sports and team events. With a view to inculcating among students qualities of leadership, community work, discipline and character, and creating useful leadership which can serve as a second line

of defense in the event of national emergency, senior division NCC troops were started in colleges providing training in Infantry, Air and Naval branches, besides the junior divisions of NCC and ACC had also been introduced in the secondary schools. During the Second Five Year Plan, secondary schools were also encouraged to raise Scout Troops and Girl Guides.

Third Five Year Plan (1961-66): The Third Five Year Plan sought to meet essential needs of universal and compulsory primary education, to re-orient the pattern of secondary education and to decentralise arrangements for higher education. As in the previous decade, the Third Five Year Plan witnessed a phenomenal expansion in education particularly at primary and secondary stages. This rapid expansion necessitated opening of new primary and secondary schools and colleges. Barring a few villages, schooling facilities at the primary stage were provided practically in all villages.

The grant of concessions to the economically backward classes extended the opportunities for education to all sections of the community and stimulated the pace of expansion at the secondary stage. The impact of these concessions was also felt at the university stage. Although adequate facilities were provided to meet the ever-growing needs particularly in the rural areas, rapid expansion outstripped the resources of trained teachers, proper school buildings and equipment.

Due to different institutional patterns of education in the three regions of the state, viz. Vidarbha, Marathwada and Western Maharashtra, it has not been possible to force the pace of diversification at the secondary level. Apart from this, the system continued to suffer from the age old evils of wastage and stagnation, which increase the per capita cost of education and dissipate energies of students. It was, therefore, necessary to pay special attention to reduction, if not elimination, of wastage, improvement of quality of education, diversification with a view to providing terminal points in the stream of education at suitable stages and encouragement of science education at higher stage of education.

Expenditure on primary and secondary education substantially exceeded plan provisions. This was mainly because of measures taken for qualitative improvement of education by intensifying the programme of training of primary school teachers deputed by Zilla Parishads and Municipalities for training, improving service conditions of primary school teachers by

increasing dearness allowance for them, provision of increased outlay on account of grants to secondary schools on rationalised basis, opening of additional secondary classes and upgrading of primary and middle schools in Marathwada into full-fledged high schools and establishment of a special institute for training of primary school teachers in the method of teaching of English.

The original estimate of additional burden on account of EBC concessions proved to be an underestimate and had to be revised. Further additional commitments were also entered into under the EBC scheme by extension of income limit from Rs 1200 per annum to Rs 1800 per annum in case of Government servants, primary school teachers, and servants of local bodies (other than Municipal Corporation) for free education up to SSC stage.

Except for stray villages, schooling facilities have been provided in all villages with a population of more than 200. The number of primary schools increased from 34,864 in 1960-61 to 41,348 in 1965-66. Primary education was already free throughout the state while in Western Maharashtra it was compulsory for the age group 7-11 right from 1948-49. It had been made compulsory in Marathwada and the residual areas of Vidarbha from the year 1965-66 for the age group 7-9 initially.

The rapid growth of primary education caused a heavy strain on training capacity available in the state. Moreover, a large number of untrained primary school teachers were already in position and these had to be deputed for training. But for the intensification of training programme for primary school teachers introduced in early years of the Third Five Year Plan it would not have been possible to reduce the backlog of untrained teachers substantially. This helped in increasing the percentage of trained teachers in primary schools to 79.8 (this covered teachers in all primary schools) by the end of the Third Five Year Plan. In order to remove the backlog as also to meet the requirement of fresh teachers, seven new primary training colleges were opened in 1965-66 as part of an advance action for the Fourth Plan.

For teaching of English in higher primary classes teachers were trained in primary training colleges where teacher-educators who had undergone specialised training at the State Institute of English, had been posted.

The position of school buildings continued to be difficult. About 50 per cent of the primary schools in the state were without their own buildings. In the Third Five Year Plan, the school building construction programme had been slowed down because of the

emergency and rising costs of building materials. About 4,000 classrooms were constructed in the Third Plan. Having regard to the increase in cost of building materials, ceiling cost for a classroom had since been raised from Rs 3,910 to Rs 6,930 limiting the grant from Government to Rs 3,000 per classroom.

The rapid expansion in the previous plans in primary education had resulted in increased demand for secondary schools. The impact of the scheme of educational concessions to EBC pupils had also contributed to the growth of size of secondary schools. The enrolment in secondary schools had increased by 5.13 lakhs in Classes VI-VIII and by 2.86 lakhs in Classes IX-XI during the Third Plan. The percentage of enrolment in the age group 14-17 in Classes IX-XI increased to 27.30 per cent by 1965-66 from 14.60 per cent as at the end of the Second Plan. About 1,524 additional secondary schools had been opened in the Third Plan against the target of 1,200 schools raising the total number of high/higher secondary schools in the state to 3,722 at the end of the plan from 2,198 at the commencement of the Third Plan.

The expansion of secondary education necessitated increase in training facilities for secondary school teachers. Six additional secondary training colleges were started in the Third Plan as advance action for the Fourth Plan. The percentage of trained secondary school teachers increased from 62 per cent in 1960-61 to 76 per cent in 1965-66.

Although more facilities were made available for secondary education to meet increasing demand, regional disparities in the provision of secondary education still continued. There was no uniformity of syllabus followed in three main regions of the state, viz. Western Maharashtra, Vidarbha and Marathwada, nor was there any uniformity in the duration of school education at different stages. This had resulted in imbalanced growth of education in various regions and had also given rise to administrative problems. As a first step towards bringing about uniformity in the pattern of secondary education in different regions, the State Board of Secondary Education had been constituted, with three Divisional Boards operating under its supervision since 1 January 1966. It was expected that this measure would go a long way in evolving a rational and uniform pattern of secondary education for the whole state.

In order to provide opportunities to students from Maharashtra State for joining military career, a Sainik School was started at Satara for preparing candidates for entrance examination of the National Defence Academy (NDA). Since the Government had provided land, buildings and equipment for the school, 75 per cent of seats are reserved for candidates from Maharashtra State. The Government has provided scholarships to all boys from the state. Special courses have also been arranged at the Shivaji Military School at Pune for preparing candidates for the NDA examination.

Opening new colleges resulted in availability of university education in different areas. Colleges were opened in rural areas also. This was possible primarily because new universities were established to meet regional needs. One more university, viz. Shivaji University at Kolhapur was established in the Third Plan. Universities in the state undertook various development schemes in the Third Plan with financial assistance from the University Grants Commission. Except for Bombay University all other universities had introduced the three-year degree course. Matching grants were given to universities for the schemes approved by the University Grants Commission.

Eighty-three new colleges for arts, science, commerce and law had been opened in the Third Plan, bringing the total number to 178. The development of science colleges in the State had been linked up with the development of arts colleges. Independent science colleges were uneconomical and, therefore, were very few in numbers. The general pattern of colleges continued to be combined colleges of arts and science or arts and commerce.

Due to emergency, it had become necessary to canalise more students to science courses in preference to arts, commerce and law. It had, therefore, been decided to encourage science education at higher stages. Accordingly, from 1962-63 grants were given to science colleges or science wings of combined colleges. As a result of this the proportion of enrolment in the science colleges increased considerably.

After the emergency, the NCC training had been made compulsory to all able bodied students in colleges. As a result, the enrolment target included in the original Third Plan had to be revised upwards. During the Third Plan about two lakh cadets were enrolled in Junior and Senior Divisions of NCC and in Girls' NCC.

Since 1961, the social education scheme was transformed into Gram Shikshan Mohim. The core of the new approach was to take village as a unit and to make its entire population literate in one drive. Villagers were induced to implement scheme on their own initiative and through their own efforts. With the formation of Zilla Parishads, scheme had been transferred to them for implementation on an agency basis. The Government assumed the task of preparing literature for neo-literate and its free supply to Zilla Parishads. During the Third Five Year Plan a beginning was made in respect of establishing Gram Vikas Shalas in villages which had achieved 100 per cent literacy. The percentage of literacy in Maharashtra was 29.7 according to 1961 census as compared to 23.7 per cent for the entire country.

TABLE 2.1
Expenditure on Elementary Education under the
Five Year Plans: Achievements (Rs in Crore)

Education Stage	Five Year Plans : Provision made and Expenditure									
	First	Second	Third	Break	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
Primary	85	95	201	75	239	317	906	1830	2880	7661
	56	35	34	24	30	35	36	29		
Secondary	20	51	103	53	140	156	398	1000	3451.10	113461.92
	13	19	18	16	18	17	16	16		
Higher	14	48	87	77	195	205	486	750	5389	16708
	9	18	15	24	25	22	19	12		
Other Gen	14	30	73	37	106	127	457	2121	18069.8	72696.9
	9	10	12	11	14	14	18	33		
General Total	133	224	464	241	680	805	2247	5710	67598	208600
	87	82	79	75	87	88	89	89		
Technical	20	49	125	81	106	107	278	682	22518	32500
	13	18	21	25	13	12	11	11		
Grand Total	153	273	589	322	786	912	2524	6383	73007	226008
	100	100	100	100	100	100	100	100		
Percentage of Total Expenditure	7.86	5.83	6.87	4.86	5.04	3.27	2.59	3.55		

Bold figures indicate percentage to total expenditure.

Percentage of expenditure on primary education in 1950-51 was 38.6, and it was as low as 32.3 per cent in 1965-66. The Kothari Commission took a note of this in its report and recommended that high priority be given to this sector.

Universalisation of Elementary Education

Enrolment in Standard I: Since the age of admission is normally six years, the vast bulk of the children in Standard I should be the children who are six years old. A small proportion of places only being taken by younger children who may be admitted on a voluntary basis or by older children who have stagnated in this standard. Therefore, enrolment in Standard I should not ordinarily be more than 120 per cent of the total population in the age group 6-7 assuming that about 20 per cent children are either below the age of 6 or above this age.

The picture in Maharashtra, however, is very different. In 1965-66, for instance, the enrolment in Standard I was 137 per cent of the population of this age. This was because no proper enrolment policies were followed while admitting children to Standard I; children of all ages were indiscriminately admitted and also because there were many repeaters in the grade. The heterogeneous composition of Standard I made teaching very difficult. This led to more stagnation and higher dropout.

Wastage or Dropout: Enrolments at the primary stage declined from one standard to the other. This is because of the large extent of wastage or dropout that occurs. The data showed that the extent of wastage was slowly but steadily declining.

Wastage in Standard I-IV: It is the completion of this stage that can result in attaining permanent literacy. It is seen from Table 2.2 that of every 100 boys enrolled in Standard I in 1950-51, only 42.5 reached Standard IV in 1953-54, implying a dropout rate of 57.5 per cent. In the last few decades, dropout rate has been steadily declining and it is seen that for every 100 boys enrolled in Standard I in 1962-63, 57.9 reached Standard IV in 1965-66, and for every 100 boys enrolled in 1995, 85 reached Standard IV in 1998.

The wastage rates for girls are higher than those for boys. But they show a similar trend. For every 100 girls enrolled in Standard I in 1950-51, only 22.5 reached Standard IV in 1953-54, which implies a wastage rate of 77.5 per cent. For every 100 girls enrolled in Standard I in 1962-63, 43.4 per cent reached Standard IV in

1965-66, which implies a wastage rate of 56.6 per cent, a substantial reduction from the earlier position.

Wastage in Standard I-VII: Taking Standard I-VII as a unit, for every 100 boys enrolled in Standard I in 1950-51, 22.1 per cent boys reached Standard VII in 1956-57. But for every 100 boys enrolled in Standard I in 1959-60, 33.9 per cent boys reached Standard VII in 1965-66. This shows a steady but slow reduction in wastage rate.

Wastage rates for girls are higher than those for boys but they show a similar steady and slow decline. For every 100 girls enrolled in Standard I in 1950-51, only 10.6 per cent girls reached Standard VII in 1956-57. But for every 100 girls enrolled in Standard I in 1959-60, 19.4 per cent girls reached Standard VII in 1965-66.

Progress of UEE especially since NPE, 1986 in terms of enrolment, retention, dropout, academic achievement levels, etc. is given in the following pages. Similarly, various incentive schemes of the state introduced during the last few decades — their impact including shortfalls, bottlenecks, and evaluative studies.

According to the Kothari Commission, the dropout rate at the national level by the end of Standard IV in 1961-62 was 44.4 % and 37.5 % in case of boys and girls, respectively. These rates were 75.6 % and 66.2 % by the end of Standard VII. Table 2.2 gives standardwise dropout rates:

TABLE 2.2
Standardwise Dropout of Children

Sl. No	Year	Std II	Std III	Std IV	Std V	Std VI	Std VII	Std VIII	Std IX	Std X
1	1951									
2	1961	41	54	57	57	66	77	82	81	83
3	1971	28	40	49	52	54	68	71	75	79
4	1981	23	36	41	55	63	66	71	75	80
5	1991	12	15	29	34	43	49	54	60	69
6	1995	10	11	22	24	33	42	47	54	64
7	1998	8	7	15	18	26	31	37	40	53
8	1999	10	11	12	16	25	32	38	44	54

TABLE 2.3
Standardwise Dropout of Children (SC and ST)

S.No.	Year	Std II		Std III		Std IV		Std V		Std VI		Std VII		Std VIII		Std IX		Std X	
		SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
1	*1951																		
2	*1961																		
3	*1971																		
4	1975	1-38	42	1-46	58+	57	72	63	79	69	83	73	86	78	89	81	91	83	91
5	1981	1-28	37	1-41	52-1	54	64	55	70	65	78	70	78	71	83	76	86	80	89
6	1991	1-15	21	1-17	25	32	96	38	58	47	54	54	69	70	74	73	78	80	84
7	1995	1-10	17	1-16	18	23	37	30	49	37	56	44	61	54	72	58	75	67	80
8	1999	1-10	13	9	20	10	28	17	43	28	49	34	56	44	66	49	68	59	75

* Information not available.

Various incentive schemes of the state introduced during the last few decades and their impact is discussed below.

Establishment of Book Banks: A large proportion of population, especially in rural, tribal and hilly areas, live below the poverty line. It is difficult for them to provide their school-going children with required textbooks. This results in heavy dropout at various stages of school education. Book Bank scheme was introduced for Standard I-IV in 1976-77 for the first time. It was extended to Standard V-VII in 1977-78 and further extended to Standard VIII-IX in 1978-79 and to Standard X in 1979-80.

According to the scheme, sets of textbooks are supplied to students belonging to SC, ST, VJNT and other deprived sections of the community in primary schools of Zilla Parishads, Municipalities, Municipal Councils and Municipal Corporations. The scheme also applies to non-government recognised and aided secondary schools. The sets have to be returned to the Book Banks at the end of each academic year, except in the case of students of Standard I and Standard II. These sets are replaced after every three years. The number of beneficiaries under this scheme is restricted to 25% of the total enrolment.

The State Textbook Bureau gives discount on bulk purchase of textbooks. Zilla Parishads utilise this amount for meeting transport and other incidental expenses. Local bodies also purchase additional sets of books out of the balance from these grants. In addition, some amount earned out of discount/commission is utilised for repairs of primary school buildings.

Special Facilities to Pupils Belonging to SCs/STs

Supply of Uniforms and Writing Materials: Enrolment and attendance of pupils, especially girls, belonging to SC, ST, VJNT category in primary schools is generally very low and far from satisfactory. The proportion of dropouts from these categories is comparatively larger. As a result, their enrolment in secondary schools tends to be low. It was, therefore necessary to take all possible steps to assist these children in continuing and completing at least primary education. Two sets of uniforms and writing materials are supplied to eligible students.

Children belonging to SC, ST, VJNT categories studying in Standard I-IV of Zilla Parishad primary schools, the writing material, namely, slates, pencils, etc. is supplied to eligible pupils.

The ceiling for expenditure on this account is fixed at Rs 70 and Rs 10 per pupil for uniform (Including stitching charges) and writing materials respectively.

Special Facilities to Pupils Belonging to SC, ST, etc., in Primary Schools: The Government of Maharashtra has made special provision for supply of free textbooks to all students belonging to SC, ST, etc., studying in Standard I-IV in primary schools run by the local bodies from the 103 blocks which have lower female literacy rate as compared to the national rate of female literacy. Further all students in Standard I-IV attending schools run by local bodies from these blocks receive free uniforms and writing materials since 1996-97.

Shaleya Poshan Ahar Yojana (Centrally Sponsored Scheme): It is a non-plan scheme, which was started in 1995-96 with a view to increase enrolment, attendance and retention in primary schools. Government of India has launched a countrywide programme of nutritional support to primary schools in a phased manner starting from 1995-96. A student whose attendance is at least 80 % per month in a school gets 3 kg. rice.

Students learning in Standard I-V in primary schools managed by local bodies and private aided both in rural and urban areas are eligible to receive the benefit under this scheme. The Government of India provides free rice and the scheme is implemented with the help of District Supply Officer of Food and Civil Supply Department and Food Corporation of India. The Food and Civil Supply Department appoints contractors for distribution of foodgrains (rice). The contractor receives rice from FCI godown and transports it to schools in the district. The school distributes it to eligible students in the school. There is always a delay in appointment of contractors and so also in distribution of rice. Appropriate measures need to be taken for regular and timely distribution of rice to beneficiaries.

Free Education to Economically Backward Students: The scheme of free education to economically backward students has been in existence in the State of Maharashtra with effect from 19 May 1959. According to the scheme, facility of free education is provided at Junior college level to the student whose income limit is fixed by the Government. The Government has increased the income limit from time to time. At present the facility is provided to students studying in Standard XI to XII whose parental annual

income is not more than 15,000 per annum. Students are exempted from tuition fee, admission fee, gymkhana fee and laboratory fee. Students are not exempted from the payment of deposit and fee on account of games/sports.

This concession is continued on the condition of 75% attendance at the institute/school. The facility is not provided to students who fail in the respective year but it continues, if a student is declared pass in the next year's examination. However, the facility is not available for more than one faculty of studies at a time.

The annual income certificate, which is required to be submitted, should be signed by a gazetted officer, Honorary Magistrate, Special Executive Magistrate, Sarpanch of the Village or the president of Local bodies. A student has to repay twice the amount of fee to the government if he/she has submitted a false certificate. The scheme of free education to economically backward students was in existence in universities, colleges, high schools and all educational institutions.

According to the new policy of 100% grants, fees, except the tuition fee, are paid to high schools and colleges. The benefits of this scheme are also given to students studying in unaided high schools, Jr. colleges and the colleges of arts, commerce and science vide Education and Employment Department, Government Resolution No. EBC/1084/54576(2630)G, E-5 dated 1 October 1985. Tuition fee is payable at fixed rates (the rates declared by the Government) even though an unaided institution charges higher fees. Tuition fee is given to unaided institutions along with other fees.

Educational Concessions to Children, Wives and Widows of Ex-servicemen: As per Education Department G. R. No. NDF-1072-2487-3, dated 10 November 1972, the Government has launched a revised scheme of educational concession to children or wives/widows of the defence service personnel. The Government of Maharashtra introduced the scheme in the academic year 1984-85 to the children, wives and widows of the ex-servicemen who are domiciled in Maharashtra or recruited in Maharashtra and who were/are holding a position up to the rank of Major or its equivalent cadre in Navy and Air Force below the rank of Major or its equivalent at the time of retirement from defence service. Education Department G.R. No. NDF 1094/(1668/94) G.E. 5 dated 13 September, 1994 revised the rate of educational concession.

As per G.R. No. NDF 1095/503/(1087/95) shashi-5 dated 13 June 1997, a ward of an ex-serviceman can avail of educational concession either from State Government or Central Government and has to make a declaration accordingly in writing to the Education Officer of the Zilla Parishad or Education Inspector, Mumbai as the case may be.

Free Education to Girls Studying in Standard I to XII: The Government of Maharashtra had decided to give free education to girls in aided secondary schools from Standard V to X in 1983-84 (vide G.R. Education Employment Department No. FED/1093/151672/GE-5 dated 24 September 1983). The Government has also decided that education for girls should be made free from Standard I to XII throughout the state in recognised aided and unaided schools which charge fee at standard rates (vide G.R. No. FED-1084/2568/GE-5, dated 6 February 1987). Now girls studying in Standard I to X are getting free education as per G.R. No. FED/1096/1078/96/Shashi-5 dated 13 June, 1996. The scheme is implemented at the district level through the Education Officer (Secondary).

Scholarships for Girls at Bhosala Military School, Nashik

To encourage girls to undergo military training, the Government provides 36 scholarships to girl students desirous to undergo training at Bhosala Military School at Nashik. The rate of the scholarship is Rs 75 per trainee. The duration of training is for three weeks. Physically fit girls between age group of 14-25 years are eligible for admission.

TABLE 2.4
Gross Enrolment Ratios in Classes I-V and VI- VIII
(Fifth All India Survey-1986)

	Classes I-V (6-11 Years)				Classes VI-VIII (11- 14 Years)			
	Total 1978	Boys 1986	Girls 1986	Total 1986	Total 1978	Boys 1986	Girls 1986	Total 1986
Maharashtra	105.74	125.82	107.21	116.69	44.76	77.53	51.71	64.84
India	81.65	106.42	79.89	93.63	37.94	60.61	35.57	48.51
Kerala	101.17	106.71	104.59	105.67	91.36	88.46	88.09	88.28
Bihar	74.09	105.20	52.77	79.13	21.15	43.00	16.11	29.92

TABLE 2.5
Percentage of Girls Enrolled to Total Enrolment
(Fifth All India Survey 1986)

	Class V		Class VI-VIII		Class IX-X		Class XI-XII	
	1978	1986	1978	1986	1978	1986	1978	1986
Maharashtra	42.56	45.05	35.67	39.19	31.38	33.73	26.96	31.99
India	38.27	41.16	32.70	35.45	29.67	31.74	24.80	30.71
Kerala	48.29	48.79	46.87	49.12	47.96	49.63	48.54	43.00
Rajasthan	24.33	28.02	18.96	19.75	17.50	16.82	16.96	16.42

Merit Scholarships for Economically Backward Class Students

With a view to ensuring that boys and girls from economically backward classes are able to pursue higher studies after SSC stage, students passing the SSC examination in the first attempt with at least 50 per cent marks are eligible to receive this scholarship. 3,200 merit scholarships at the post-SSC stage have been provided from the academic year 1998-99. Scholarship is available only to students in Jr. colleges. The amount of faculty-wise number of scholarships available is given below:

1. 2,000 for Science Stream;
2. 800 for Commerce Stream; and
3. 400 for Arts Stream;

These scholarships have been distributed among 35 districts. Broadly, they are in proportion to the estimated number of economically backward class candidates appearing for the SSC examination from the district to the estimated number of economically backward classes candidates appearing for the SSC examination from the state as a whole. The rate of scholarship at the higher secondary stage is Rs 140 p.m. for boys and Rs 160 p.m. for girls who are hostelers and are actually paying hostel charges. It is Rs 80 p.m. for boys and Rs 100 p.m. for girls who are day scholars. Scholarship is tenable for ten months in a year. It is renewable from year to year; renewal depending on promotion to the next class with at least 50 per cent marks in the aggregate at the final examination.

TABLE 2.6
Percentage Increase in Enrolment in 1986 over 1978
(Fifth All India Survey-1986)

	Class I-V Class VI-VIII Class IX-XII								
	1978	1986	% increase	1978	1986	% increase	1978	1986	% increase
Maharashtra	7873275	9456907	20.11	1948155	3255762	67.12	902837	2040320	125.99
India	68602224	86683289	26.36	17958477	27200656	51.46	8872141	14915825	68.12
Tamil Nadu	6120995	7325718	19.68	1703767	2608554	53.11	819431	1334112	62.81
Uttar Pradesh	8988813	11025696	22.66	2593061	3891959	50.09	1777889	2695355	51.60
Bihar	6308008	7787443	23.45	992975	928282	94.19	398546	928003	132.85

TABLE 2.7
Other Special Scholarships (Bhosala Military School)
 (Rs in thousands)

Name of the Scholarship	Intake Capacity	Number of Scholarship sets	Total Expenditure		
			1999-2000 (Actual)	2000-2001 (Anticipated)	2001-2002 (Estimated)
Scholarship for Girls at Bhosala Military Training Course.	350	3	3	3	3
Total	350	35	3	3	3

Regional Imbalances in Educational Development: The present state of Maharashtra consists of three main regions: (i) Western Maharashtra which formed part of the educationally advanced Province of Bombay; (ii) Vidarbha which formed part of the comparatively less advanced Province of C.P. and Berar; and (iii) Marathwada which was a part of the Nizam's dominions, where prior to the police action of 1948, hardly any educational development worth the name had taken place.

The educational development of these three regions, therefore, showed considerable imbalances: for instance, in 1950-51, there were three universities in Western Maharashtra, one in Vidharbha and none in Marathwada. The total number of institutions of higher education numbered 72 with an enrolment of 34,483 in Western Maharashtra, 23 with an enrolment of 8,298 in Vidarbha and only 3 with an enrolment of 603 in Marathwada. There were 584 secondary schools with an enrolment of 2,34,004 in Western Maharashtra and 148 schools with an enrolment of 62,400 in Vidarbha and only 33 schools with an enrolment of 15,919 in Marathwada. At the primary stage, Western Maharashtra had 15,616 schools with an enrolment of 20,9,44; Vidarbha had 41,52 schools with an enrolment of 3,977; and Marathwada had 2,655 schools with 17,800. For every 1,000 population had a total enrolment of 13,179 and 39 at all stages of education in Western Maharashtra, Vidarbha and Marathwada respectively. The direct expenditure on education was Rs 12.04 crore (or Rs 6.24 per head) in Western Maharashtra, Rs 1.81 crore (Rs 2.38 per head) in Vidarbha and only Rs 61 lakh (or Rs 1.28 per head) in Marathwada.

One of the major problems which the Government faced was, therefore, to secure an all-round expansion of educational facilities in all parts of the state and to reduce, as quickly as possible, the regional imbalances of educational development between Western Maharashtra, Vidarbha and Marathwada.

Measures for Reducing Regional Imbalances: It is a matter of great satisfaction that this responsibility has been discharged very creditably, especially after 1960, when the separate state of Maharashtra came into existence. Table 1.5 in Chapter 1 indicates educational progress of the state as a whole between 1950-51 and 1965-66.

It will be seen that during the period under review (1950-65), the total number of educational institutions rose from 38,309 to 23,765; enrolment from 33.22 lakh or 10.38 % of the population to 81.97 lakh or 18.24% of the population; number of teachers from 89,941 to 2,30,171 and total education expenditure from Rs 17.43 crore or Rs 5.44 per head of population to Rs. 77.73 crore or Rs 17.30 per head of population. It is the highest in India. In spite of handicaps created by the backlog of under-development in Vidarbha or Marathwada, Maharashtra is now reckoned as one of the educationally advanced states of India.

This could become possible because special attention was paid to the expansion of the educational facilities in Vidarbha and Marathwada and efforts are being made to reduce the imbalances of educational development between these regions.

Implementation of Centrally Sponsored Schemes

In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of the national policy since independence. This resolve has been spelt out emphatically in the National Policy on Education (NPE) 1986 and the Programme of Action (POA), 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included Operation Blackboard (OB), Non Formal Education (NFE), Teacher Education (TE), Mahila Samakhyas (MS), National Programme of Nutritional Support to Primary Education (NPNSPE), District Primary Education Programme (DPEP), etc.

District Primary Education Programme (DPEP): The Central Government Department of Education, Ministry of Human Resource Development had launched the World Bank-assisted education project in Tamil Nadu, Karnataka, Kerala and Haryana states. Maharashtra State was also included in this project. Five educationally backward districts were selected in the first phase of the project. The selection of districts was based on lower female literacy rate in the district as compared to the national female literacy rate. The districts covered in the first phase were Aurangabad, Nanded, Parbhani, Osmanabad and Latur. The project was extended to four more districts, viz. Dhule, Gadchiroli, Jalna and Beed.

Objectives of DPEP

The District Primary Education Programme (DPEP) emerged in 1994 as a response to various challenges in primary education. DPEP adopts a holistic approach and has the essential ingredients required to universalise access, retention and improve learning achievement and to reduce disparities among social groups. The programme would develop and implement a replicable, sustainable and cost-effective programme in the selected districts.

General objectives of the programme are listed below:

1. To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5 per cent.
2. To reduce overall primary education dropout rates for all students to less than 10 per cent.
3. To raise average achievement levels by at least 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 per cent achievement level in other competencies, by all primary school children.
4. To provide, according to national norms, access for all children, to primary education (Standard I-V), i.e. primary schooling, wherever possible, or its equivalent non-formal education. The programme would also strengthen the capacity of national, state and district institutions and organisations for planning, management and evaluation of primary education.

DPEP in Maharashtra: District Primary Education Programme (DPEP) was launched in Maharashtra State in two phases.

TABLE 2.8
Launching of DPEP Programme

Phase	Districts	Period
I	Five Districts : Aurangabad, Parbhani, Nanded, Latur and Osmanabad	1994 to 2000-01 (7 Years)
II	Four Districts : Beed Jalna, Dhule and Gadchiroli	1997-98 to 2001-02

Total number of districts in the state :	35
Districts covered under	DPEP I 5 (6)
	DPEP II 4 (5)
	Total 9 (11)

The figures in brackets show the actual number of districts after division but now considered by GOI/WB separately as implementation units. The administrative set up for the programme is indicated on the next page.

The various characteristics of the selected districts are indicated in the following Tables.

TABLE 2.9
Districtwise Population and Literacy Rate (Census 1991)

Sl. No.	District	Population in Lakhs			Literacy Percentage		
		Male	Female	Total	Male	Female	Total
1	Aurangabad	11.45	10.56	22.01	58.11	31.36	42.28
2	Parbhani	10.84	10.33	21.17	64.90	29.41	47.58
3	Nanded	11.95	11.32	23.37	51.89	36.39	48.30
4	Latur	8.44	8.30	16.74	57.38	32.31	45.21
5	Osmanabad	6.59	6.17	12.76	56.37	31.62	34.36
6	Beed	9.37	8.85	18.22	66.34	32.34	49.82
7	Jalna	6.97	6.66	13.63	64.90	27.30	46.25
8	Dhule	12.95	12.40	25.35	63.13	38.78	51.20
9	Gadchiroli	3.98	3.88	7.86	56.57	28.84	39.29
	Total	82.54	78.47	161.01	-	-	-

MAHARASHTRA PRATHMIK SHIKSHAN PARISHAD
District Primary Education Programme
(Institutional Chart)

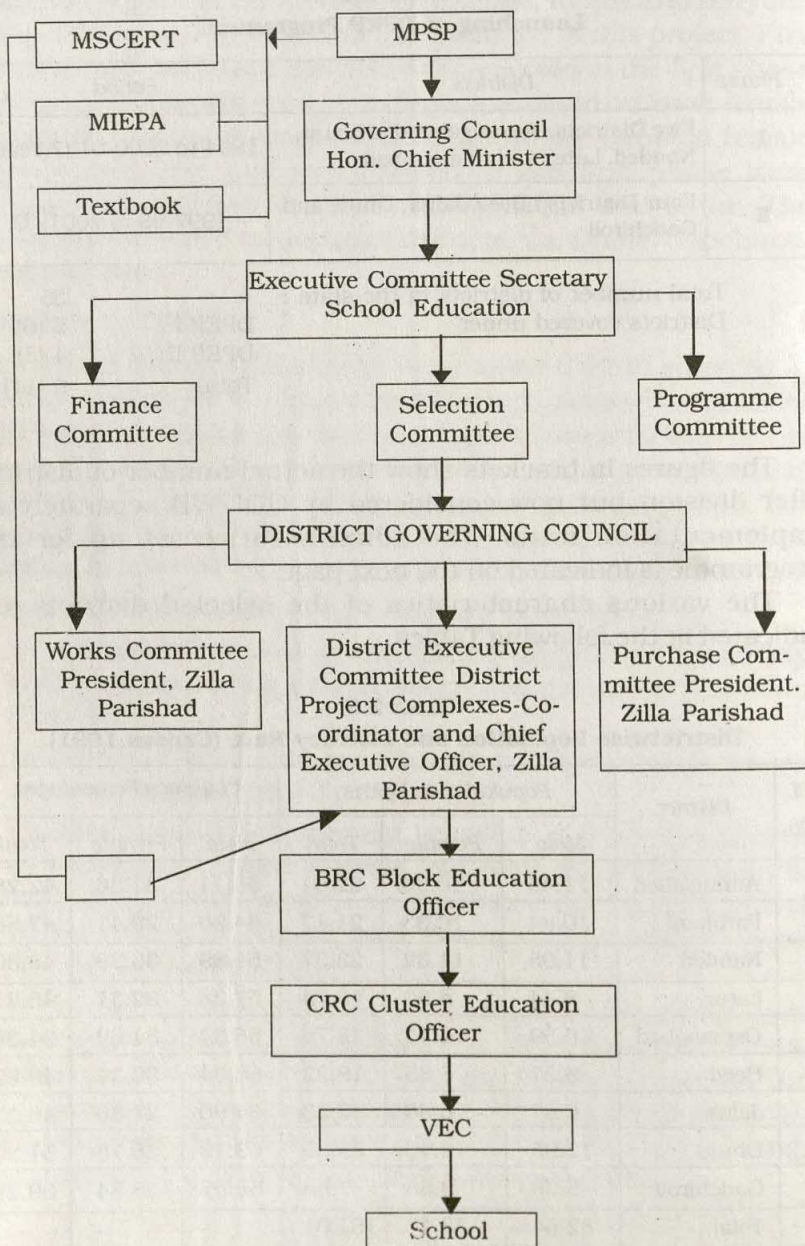


TABLE 2.10
Districtwise Number of Villages, VEC, MTAs, etc.

SL No.	District	Villages	VECS	MTAs	Area in Km ²
1	Aurangabad	1430	1430	1430	10150
2	Parabhani	1647	1647	1655	11031
3	Nanded	1579	1902	1902	10502
4	Latur	1033	1096	1200	7157
5	Osmanabad	906	616	906	7569
Phase - I Total		6596	6691	7093	46409
6	Beed	1280	2105	1680	16642
7	Jalana	949	779	1283	7612
8	Dhule	2042	1576	2177	13150
9	Gadachiroli	1667	1322	1310	15433
Phase - II Total		5938	5792	6450	52837
Phase - I & II Total		12533	12483	13543	99246

TABLE 2.11
Districtwise Number of ECE Centres

SL No.	District	No. of ECE Centres				
		Balwadis			Anganwadi	Total
		DPEP	Other	Total		
1	Aurangabad	58	435	493	703	1196
2	Parbhani	39	580	619	725	1344
3	Nanded	0	466	466	1924	2390
4	Latur	87	98	185	1340	1525
5	Osmanabad	0	179	179	1220	1399
Phase - I Total		184	1758	1942	5912	7854
6	Beed	150	659	809	1519	2328
7	Jalna	66	682	748	729	1477
8	Dhule	77	560	637	1224	1861
9	Gadchiroli	110	108	218	1229	1477
Phase - II Total		403	2009	2412	4701	7113
Grand Total		587	3767	4354	10613	14967

TABLE 2.12
Districtwise Number of Disabled Children
(6-14 age-group) Phase I

Sl. No.	District	Type of Disability	No. of Disabled Children			Enrolled in School		
			Boys	Girls	Total	Boys	Girls	Total
1	Aurangabad	VI	516	407	923	298	226	524
		HI	895	676	1571	525	392	917
		OI	1048	717	1765	636	415	1051
		LI	740	711	1451	482	417	899
		MR	696	486	1182	425	272	697
		Total	3895	2997	6892	2366	1722	4088
2	Parbhani	VI	591	468	1059	515	426	941
		HI	895	475	1370	821	424	1246
		OI	901	510	1411	757	432	1189
		LI	84	54	138	69	46	115
		MR	407	289	696	372	271	646
		Total	2878	1796	4674	2537	1599	4136
3	Nanded	VI	361	285	646	280	219	499
		HI	707	515	1222	551	393	944
		OI	487	274	761	304	202	506
		LI	239	340	669	270	287	557
		MR	338	290	628	263	235	498
		Total	2222	1704	3926	1668	1336	3004
4	Latur	VI	227	172	399	165	126	291
		HI	248	175	443	196	142	338
		OI	475	308	783	298	212	510
		LI	255	216	471	230	198	428
		MR	220	156	376	155	118	273
		Total	1425	1047	2472	1044	796	1840
5	Osmanabad	VI	813	519	1332	130	95	225
		HI	1525	982	2507	373	209	582
		OI	1156	746	1902	462	298	760
		LI	566	420	986	115	50	165
		MR	691	568	1259	34	62	96
		Total	4751	3225	7986	1114	714	1828
	Phase I Total	VI	2508	1851	4359	1388	1092	2480
		HI	4270	2843	7113	2466	1560	4026
		OI	4067	2555	6622	2457	1559	4016
		LI	1974	1741	3715	1166	998	2164
		MR	2352	1789	4141	1252	958	2210
		Total	15171	10779	25950	8729	6167	14896

TABLE 2.13
Districtwise Number of Disabled Children
(6-14 age-group) Phase II

Sl. No.	District	Type of Disability	No. of Disabled Children			Enrolled in School		
			Boys	Girls	Total	Boys	Girls	Total
1	Beed	VI	76	57	133	61	37	98
		HI	226	93	319	168	64	232
		OI	200	209	409	152	139	291
		LI	0	0	0	0	0	0
		MR	185	122	307	145	87	232
		Total	687	481	1168	526	327	853
2	Jalna	VI	132	108	240	82	70	152
		HI	96	87	183	60	58	118
		OI	213	198	411	182	120	302
		LI	67	55	122	28	24	52
		MR	28	12	40	18	8	26
		Total	536	460	996	370	280	650
3	Dhule	VI	168	123	291	104	68	172
		HI	154	141	295	90	5	165
		OI	636	490	1126	428	323	751
		LI	334	268	602	277	225	502
		MR	110	96	206	71	56	127
		Total	1402	1118	2520	970	747	1717
4	Gadchiroli	VI	111	90	201	82	66	148
		HI	238	167	405	150	110	260
		OI	224	165	289	141	75	216
		LI	85	103	188	85	103	188
		MR	185	178	696	127	131	258
		Total	843	703	1546	585	485	1070
Phase II Total		VI	487	378	865	329	241	570
		HI	714	488	1202	468	307	775
		OI	1273	1062	2335	903	657	1560
		LI	486	426	912	390	352	742
		MR	508	408	916	361	282	643
		Total	3468	2762	6230	2451	1839	4290
Grand (Phase I and II)		VI	2995	2229	5224	1717	1333	3050
		HI	4984	3331	8315	2934	1867	4801
		OI	5340	3617	8957	3360	2216	5576
		LI	2460	2167	4627	1556	1350	2906
		MR	2860	2197	5057	1613	1240	2853
		Total	18639	13541	32180	11180	8006	19186

Early Childhood Education

In the context of UEE, this programme was started in 1978 with a view to preparing base for bringing more children from remote villages to primary schools. It had been decided to open *Balwadis* in small villages and city slums.

The Following were the main objectives of the scheme.

1. To attract students to school;
2. To develop health and hygienic habits;
3. To impart education by playway method; and
4. To check the tendency of leaving school and wastage.

Children in the age-group 3-5 attend these *Balwadis* for two-three hours a day. Main activities include games, songs and sensory training. A *Balwadi Sevika* is appointed on part-time basis for running the *Balwadi*. She is paid Rs 500 pm as honorarium for 10 months in a year. Provision of non-recurring grant of Rs 1,000 per *Balwadi* is made for purchasing toys, charts, etc. Assistance to pre-primary schools subject to the availability of funds is given at the rate of 25% of their admissible expenditure of the deficit whichever is less.

TABLE 2.14
Pre-school Education Facilities Provided by Education and Other Departments and Private Organisations

Sl.No.	Agency	Pre-School Centres
1	Education Department	3102
2	Directorate of Social Welfare	950
3	Tribal Development Department	335
4	ICDS	21788
5	Private aided institutions	363
	Total	26538

An ECCE section at the SCERT was established in 1985 with a view to empowering *Balwaditai* for her effective role in achieving the goal of UEE. The section along with the ICDS department conducts various courses for *Balwaditai* and supervisory machinery at the block and village level. Table 2.15 gives information regarding the courses conducted for different functionaries during 1993-1998.

TABLE 2.15
Name of the Courses and Participants

<i>Year</i>	<i>Name of the Courses</i>	<i>Participants</i>	<i>Duration of Batches</i>	<i>Number</i>
1993-94	AW Supervisors	520	6 days	14
1993-94	Supervisors (Urban)	030	6 days	01
1994-95	Supervisors	056	6 days	02
1994-95	CDPOs	121	6 days	04
1996-97	CDPOs	030	3 days	01
1997-98	CDPOs (Urban)	040	6 days	01

TABLE 2.16
ECE Centres, Enrolment and Teachers

<i>Year</i>	<i>Number of Centres</i>	<i>Enrolment (000')</i>	<i>Teachers (000')</i>
1981-82	660	66	2
1989-90	838	93	2
1990-91	857	88	2
1991-92	996	96	2

TABLE 2.17
Number of Schools and Physical Facilities (Year 2001)

<i>Area</i>	<i>Number of Schools</i>	<i>Facilities Available</i>		
		<i>Water</i>	<i>Toilets</i>	<i>Toilets for Girls</i>
Rural Primary	34772	16741	5947	3271
Rural Upper Primary	16093	10361	7176	4346
Urban Primary	5217	4625	3834	2806
Urban Upper Primary	4123	3714	3300	2473

TABLE 2.18
Gross Enrolment Ratio

Year	Std I-V			Std VI-VIII			Std IX-X		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1951			NA			NA			NA
1961	93.34	55.49	74.53	45.78	18.92	33.24	22.05	7.59	15.30
1971	95.35	65.65	80.68	58.02	28.78	43.09	34.85	16.36	26.45
1981	109.53	85.22	97.51	63.34	39.60	51.58	35.80	18.72	27.83
1991	110.38	98.86	104.75	97.88	69.27	78.99	46.04	31.68	39.41
1999	99.6	95.2	97.5	93.9	86.5	89.7	71.2	66.2	72.8

Measures Adopted to Reduce Dropout Rate

Attendance Allowance to Girls in Primary Schools: The scheme is being implemented in the state with effect from 3 January 1992. The object of the scheme is to increase the rate of attendance and to reduce the dropout rate of girls. An allowance of Re 1 per day is paid to a girl for her presence in the school. Coverage of the girls under this scheme is as follows:

1. All ST girls under and outside TSP Area.
2. All SC and NT girls residing in and out of TSP Area. Parents of those girls should belong to below the poverty line.

Savitribai Phule Foster Parent Scheme: Parents' poverty is one of the reasons for non-attendance and dropout of girl students in primary schools. Savitribai Phule Dattak Palak Yojana was launched in April 1983 at Naigaon, District Satara, the birthplace of Savitribai Phule the wife of Mahatma Jotiba Phule the great reformer and advocate of girls education. This is the unique tribute to her great deeds and pioneering efforts in promoting girls' education. Girls below the poverty line are eligible to receive an assistance of Rs 30 per month for ten months in a year under this scheme. Assistance is continued for eight years so that girl can remain in school and complete her education up to Standard VIII. District level committees for effective implementation of the scheme have been formed under the chairmanship of the chairman, Education Committee and Zilla Parishad, in each district.

Shaleya Poshan Ahar Yojana (National Programme of Nutritional Support to Primary Education)

The Government of India has launched a countrywide programme of Nutritional Support/Shaleya Poshan Ahar Yojana to primary education in a phased manner during three years starting from 1995-96. The scheme is expected to help in achieving UEE by increasing enrolment, attendance and retention of children in primary schools. All children in Standard I- V whose monthly attendance at school is at least 80% receive foodgrains/rice at the rate of Rs 3 per month. In Maharashtra State the scheme was started in 1995-96. During 1996-97 it was implemented in rural areas of 200 blocks in 27 districts of the state. The scheme was extended to 100 blocks in 1997-98 and two more districts. The benefits of the scheme were extended to students in urban schools including students studying in private primary schools receiving 100% grants. Thus, during 1997-98 the scheme was implemented in 300 blocks of 29 districts, excluding Mumbai. In 1998-99 the scheme covered newly created nine blocks and also partly aided private primary schools in all 300 blocks in the state. Mumbai was also covered under this scheme since December 1999. The scheme is continued in 2000-2001. The Government of India provides foodgrains/rice free of charge. Transportation charges at the rate of Rs 50 per quintal are reimbursed by the central Government under this scheme.

Single Teacher Schools with Measures to Provide Effective Education (Table 2.19 See next page)

Production of Textbooks in Tribal Dialects

The Government of Maharashtra has already started the work of production of books in tribal dialects for the tribal students of primary schools from 1975. Most tribal dialects in Maharashtra are different from the state language, i.e. Marathi (e.g. Gondi, Kolami, Korku Pawari, Mavachi, etc.). Tribal students belonging to a particular area, are not able to understand Marathi spoken by the teacher in the class. It naturally results in creating disinterestedness about school, teacher and the study.

TABLE 2.19
Managementwise and Typewise Primary Single Teacher Schools,
Enrolment and Teachers

	Year	Central Govt	Z P		Municipal	Private		Total	
			Rural	Urban		aided	unaided		
Institutions	1989-90	4	12901	59	38	46	12	13060	
	1990-91	4	12910	58	34	39	6	13051	
	1991-92	4	12703	61	39	42	5	12854	
Enrolment Boys	1989-90	(56)	228	1	1	1	1	232	(56)
	1990-91	(60)	228	1	1	1	(49)	231	(109)
	1991-92	(70)	222	1	1	1	(59)	225	(129)
Girls	1989-90	(64)	194	1	1	1	1	198	(64)
	1990-91	(70)	196	1	1	1	(130)	199	(200)
	1991-92	(76)	194	1	1	1	(171)	197	(247)
Total	1989-90	(120)	422	2	2	2	2	430	(120)
	1990-91	(130)	424	2	2	2	(179)	430	(309)
	1991-92	(146)	416	2	2	2	(230)	422	(376)

* Figures that could not be shown in 000's are shown as absolute figures in brackets.

In order to overcome this difficulty bilingual textbooks are recommended at the primary level at least for first two years of primary school. The Maharashtra State Council of Educational Research and Training, Pune has prepared the books in tribal dialect—Madia Gondia.

Books are prepared in tribal dialects for Standard I and II depicting tribal culture, life and surroundings. The dialects had no scripts. Devnagari script was used for writing in Madia Gondi. Gondi is the tribal dialect spoken in Maharashtra and Andhra Pradesh. When books in Gondi were prepared for tribal students of Maharashtra, the script adopted was Devanagari, while for tribal

students of Andhra Pradesh it may be Telugu. When such books in tribal dialects, adopting the concerned state language script were ready teacher's training programmes were organised with a view to giving them guidance about the nature of tribal life, culture, language and about teaching methodology by using bilingual approach in the classroom.

The main strategy adopted was as follows:

<i>Standard</i>	<i>Medium</i>
Standard.I	100% tribal dialect
Standard. II	50% tribal dialect 50% state language
Standard. III	100% state language, i.e. switchover from tribal dialect to state language.

Education for All

(Focus on Literacy, Alternative Schooling and Education of Children with Special Needs)

This chapter deals with major developments that have taken place in school education, literacy and alternative schooling during the last more than fifty years. With 1951 as the base year, information available for the latest year is used and presented. The emphasis is on analytical interpretation of the information. The information is presented under two major heads: quantitative growth and qualitative developments. It deals with three principal areas of education:

1. Eradication of Illiteracy
2. Alternative Schooling
3. Education of Children with Special Needs

As in other chapters emphasis is on qualitative analysis/interpretation of developments, emphasizing the nature of various programmes, their coverage and impact in terms of the fulfilment of the laid down objectives, the issues and problems that have cropped up in implementation along with solutions which have dealt with them and future perspectives and strategies. Each of the above areas is dealt with various items, some of which are listed below.

SECTION I: ERADICATION OF ILLITERACY

In this section the early experiments conducted in the state are presented along with the information on state and centrally sponsored schemes.

Literacy Rates: As per 1991 census the literacy rate of Maharashtra for the age group 7 and above was 64.87 per cent (Males 76.56 per cent and Females 52.32 per cent). Average literacy

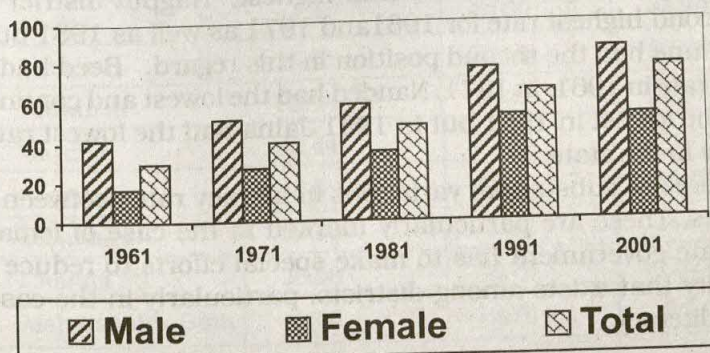
rate of the state was above the national literacy rate, which was 52.21 per cent. The National Literacy Mission was set up on 5 May 1988 for eradication of illiteracy in the age group 15-35. The Government of Maharashtra set up the Maharashtra Rajya Saksharata Parishad (State Literacy Mission Authority), on the basis of the guidelines laid down by the Central Government on 18 June 1996 for effective implementation of the Total Literacy Campaign, PLC and Continuing Education Programme in the state.

Table 3.1 indicates the progress made in Maharashtra State in improving literacy rates over the last 50 years. Literacy rate was only 29.82 per cent in the year 1961; it rose to 39.18 per cent in 1971, 47.18 per cent in 1981, 64.87 per cent in 1991 and 77.27 per cent in 2001. These figures show that literacy rates have improved considerably in Maharashtra. It is further observed that the state has remained above the All India literacy average in all these years.

TABLE 3.1
Percentage of Literates in Maharashtra

<i>Census</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1961	42.04	16.76	29.82
1971	51.04	26.43	39.18
1981	58.79	34.79	47.18
1991	76.56	52.32	64.87
2001	86.27	67.27	77.27

Source: National Census Data



Between 1991 and 2001, there has been sharper increase in the literacy rate for women, it having increased by more than 15 percentage points compared to 10 percentage points for males.

Female Literacy

The female literacy rate in the state improved over time. It was just 16.76% in 1961. This rose to 26.43% in 1971, to 34.79 % in 1981 and to 52.32 % in 1991 and 67.27 % in 2001. The female literacy in the state has been always lower than male literacy. However, the female-male divide has been reduced over a period of time. The ratio of literate females to literate males, in percentage terms, was meagre 39.86 in 1961 and slowly rose to 51.78% in 1971, 59.18% in 1981 and 68.34% in 1991 during the last four decades.

In 1961 the female literacy in the six districts of Marathwada — Nanded (5.16%), Parbhani (5.19%), Beed (5.27%), Osmanabad (6.02%) and Aurangabad (6.67%) was extremely poor. The Chandrapur district in Vidarbha region had just 5.79 per cent female literacy. Bhandara district also in Vidarbha had slightly higher literacy rate for females. It was 8.19 per cent, which was less than 10% as compared to these districts.

Greater Mumbai had the highest per cent female literacy rate (48.81) followed by 21.74% in Pune district. The two other districts, namely, Satara (21.16%) and Nagpur (21.26%) were on par with Pune. The relative position of the districts on female literacy rate remained more or less the same from 1961 to 1991.

The district level literacy rates are presented in Tables 3.2 to 3.6 for the census years 1961, 1971, 1981, 1991 and 2001 respectively. Greater Mumbai has the highest rate of literacy and that too quite high above the next highest. Nagpur district had the second highest rate for 1961 and 1971 as well as 1981 but in 1991 Pune had the second position in this regard. Beed had the lowest rate in 1961, in 1971. Nanded had the lowest and continued to be the lowest in 1981 but in 1991 Jalna had the lowest rate of literacy in the state.

There are substantial variations in literacy rates between the districts. These are particularly marked in the case of females. The state government has to make special efforts to reduce the disparity that exists among districts, particularly in the case of female literacy.

TABLE 3.2
Percentage of Literates in 1961

<i>District</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Greater Bombay	65.10	48.81	58.60
Thana	41.09	19.06	30.54
Kulaba	36.37	13.40	24.86
Ratnagiri	42.16	17.44	28.49
Nashik	39.36	13.71	26.89
Dhulia	37.43	12.45	25.15
Jalgaon	49.32	18.02	34.01
Ahmednagar	39.36	13.03	26.45
Poona	46.18	21.74	34.31
Satara	47.41	21.16	33.98
Sangli	41.88	13.64	28.07
Solapur	36.89	12.60	25.15
Kolhapur	40.09	12.04	26.30
Aurangabad	28.65	6.67	17.88
Parbhani	25.27	5.19	15.37
Bhiv	24.60	5.27	15.09
Nanded	24.83	5.16	15.14
Osmanabad	27.52	6.02	17.05
Buldhana	41.15	12.22	26.99
Akola	44.81	16.69	31.20
Amravati	45.91	20.57	33.68
Yewatmal	35.34	11.27	23.48
Wardha	43.44	16.98	30.45
Nagpur	48.06	21.26	35.15
Bhandara	39.90	8.19	24.07
Chanda	28.58	5.79	17.27
Maharashtra State	42.04	16.76	29.82

TABLE 3.3
Percentage of Literates in 1971

<i>District</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Greater Bombay	69.65	55.72	63.84
Thana	50.34	29.80	40.65
Kulaba	47.25	24.03	35.32
Ratnagiri	52.52	29.64	39.83
Nashik	48.45	23.39	36.30
Dhulia	42.96	20.30	31.89
Jalgaon	58.44	31.32	45.24
Ahmednagar	48.97	22.91	36.23
Poona	56.30	32.10	42.14
Satara	52.38	24.77	38.32
Sangli	50.98	23.24	37.48
Solapur	46.40	20.49	33.90
Kolhapur	49.78	20.34	35.37
Aurangabad	42.14	14.02	28.49
Parbhani	36.85	11.25	24.31
Beed	36.25	11.17	24.01
Nanded	34.64	10.36	22.78
Osmanabad	40.34	14.70	27.88
Buldhana	51.33	22.68	37.36
Akola	51.84	26.48	39.55
Amravati	52.28	31.69	42.36
Yewatmal	42.87	19.88	31.60
Vardha	52.55	30.29	41.71
Nagpur	56.09	33.51	45.26
Bhandara	50.09	20.59	35.40
Chandrapur	38.63	14.54	26.77
Maharashtra State	51.04	26.43	39.18

TABLE 3.4
Percentage of Literates in 1981

<i>Districts</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Greater Bombay	73.91	60.75	68.18
Thane	59.64	40.15	50.50
Raigad	57.42	34.27	45.59
Ratnagiri	59.62	38.15	47.75
Nashik	56.09	31.85	44.36
Dhule	48.61	26.01	37.51
Jalgaon	61.19	34.39	48.14
Ahmednagar	56.51	29.24	43.16
Pune	65.16	42.14	54.03
Satara	61.39	35.67	48.15
Sangli	59.70	33.60	46.87
Solapur	53.61	26.96	40.68
Kolhapur	59.45	30.79	45.36
Aurangabad	50.80	19.96	35.80
Parbhani	44.67	15.53	30.33
Beed	45.82	17.27	31.79
Nanded	43.32	15.67	29.78
Osmanabad	48.73	21.40	35.36
Buldhana	58.68	29.97	44.64
Akola	59.54	35.45	47.82
Amravati	60.50	42.55	51.82
Yewatmal	51.21	26.86	39.29
Vardha	61.01	40.53	51.05
Nagpur	63.74	44.62	54.56
Bhandara	58.31	29.49	43.92
Chandrapur	46.73	22.22	34.69
Maharashtra State	58.79	34.79	47.18

TABLE 3.5
Percentage of Literates in 1991

<i>Districts</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Greater Bombay	87.87	75.80	82.50
Poona	81.56	59.77	71.05
Raigad	75.94	52.20	63.95
Ahmednagar	75.30	45.99	61.03
Solapur	70.08	41.73	56.39
Nashik	73.98	49.89	62.33
Thane	77.56	60.28	69.54
Dhulia	63.13	38.78	51.22
Jalgaon	77.46	80.34	64.30
Kolhapur	80.33	53.08	66.94
Sindhudurga	86.23	66.87	75.81
Ratnagiri	76.64	51.61	62.90
Sangli	74.83	49.94	62.61
Satara	80.61	53.35	66.69
Aurangabad	72.93	39.64	56.98
Latur	70.47	39.74	55.57
Nanded	64.38	30.96	48.17
Jalna	64.43	27.30	46.25
Parbhani	64.90	29.41	47.58
Beed	66.34	32.34	49.82
Osmanabad	68.39	39.16	54.29
Amravati	78.40	61.13	70.06
Yewatmal	70.45	44.81	57.96
Buldhana	76.53	46.13	61.69
Akola	77.63	53.28	65.83
Nagpur	81.79	64.74	63.64
Vardha	78.33	61.02	69.95
Bhandara	78.82	50.44	64.69
Chandrapur	71.30	46.81	59.81
Garchiroli	56.56	28.87	42.89
Maharashtra State	76.56	52.32	64.87

TABLE 3.6
Percentage of Literates in 2001

<i>Districts</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Nandurbar	66.32	45.55	56.06
Dhule	81.90	61.76	72.08
Jalgaon	86.53	64.95	76.06
Buldhana	87.17	64.55	76.14
Akola	89.22	73.82	81.77
Washim	86.01	61.32	74.03
Amravati	89.28	76.21	82.96
Vardha	87.70	72.80	80.50
Nagpur	90.25	77.65	84.18
Bhandara	89.11	68.11	78.68
Gondiya	89.54	67.89	78.65
Gadchiroli	69.72	50.64	60.29
Chandrapur	83.19	62.56	73.07
Yewatmal	84.47	63.01	74.06
Nanded	81.14	55.12	68.52
Hingoli	81.11	51.96	66.86
Parbhani	80.58	52.98	67.04
Jalna	79.17	49.25	64.52
Aurangabad	85.07	61.28	73.63
Nashik	85.19	64.16	75.10
Thane	86.06	75.00	81.00
Mumbai (Suburb)	92.65	80.39	87.14
Mumbai	89.95	82.71	86.82
Raigarh	86.40	68.06	77.32
Pune	88.55	72.32	80.78
Ahmednagar	86.21	64.88	75.82
Beed	80.69	55.38	68.48
Latur	83.63	60.28	72.34
Osmanabad	82.03	57.55	70.24
Solapur	82.28	60.07	71.50
Satara	88.45	68.71	78.52
Ratnagiri	86.28	65.98	75.35
Sindhudurg	90.21	71.67	80.52
Kolhapur	87.67	66.38	77.23
Sangli	86.25	66.88	76.70
Maharashtra State	86.27	67.51	77.27

Early Efforts in Eradication of Illiteracy

The state has a long tradition in the field of adult education even before independence. The Social Service League of Bombay started literacy campaign in 1939 in cooperation with the Bombay Adult Education Committee of the Provincial Board of Adult Education. Well known personalities such as Diwan Bahadur K.M.Jhaveri, Lady Cowasji Jahangir, Shri Bhulabhai Desai, Shri Vainkuthlal Mehta of Servants of India Society (SIS), Shri Dinkar Desai (SIS) and Smt. Godavari Parulekar (SIS) were some of the personalities involved in this work. The task of tribal literacy was mainly carried out by Smt. Godavari Parulekar. It was called 'Literacy Campaign'. Large public meetings were held in different wards, chawls and street corners; leaflets, handbills, pictures and slogans on posters were used; several processions and rallies were organised to mobilise the people's participation. A syllabus was prepared, different languages were taught; volunteer teachers were appointed and trained. There is lot of similarity in the present campaign and the one carried out 60 years ago.

Prior to the implementation of massive adult education programme, the state had very successfully implemented two programmes that received international acclaim. These included Gram Shikshan Mohim in Satara district and PIREP programme in Karanja block of Wardha district. These programmes are described below in brief.

Social Education

After Independence, the term 'Adult Education' was replaced by a more comprehensive term '*Social Education*', as emphasis was placed not merely on the attainment of literacy, but on general education to enable every adult to fulfil his role as a responsible citizen.

For realising these objectives the programme of social education in Western Maharashtra included subjects like civics, personal and community hygiene, a broad acquaintance with culture and tradition, and some knowledge of political, social and economic problems facing the country. With a view to making the social education drive more effective, attempts were made to provide recreational activities to adults attending social education classes.

During vacations selected training colleges organised short-term vacation courses of a fortnight's duration for social education workers. All possible efforts were made by the regional Social Education Committees and inspecting officers to increase the number of village reading rooms and to attract adults by supplying useful and interesting literature/material to neo-literates.

In Vidarbha, the social education scheme was launched in 1948. Adult literacy classes were started at places where there was either a village Gram Panchayat or a primary school. The class was organised, conducted and taught by the local primary school teacher or a volunteer who was qualified to be a teacher. Duration of the class was for 10 months during which period the adults were required to be prepared for the Adult Literacy Test. Emphasis was on the concept of social education. Mobile library vans were provided for carrying books to different villages for use of the neo-literates. This system was of great help in giving impetus to social education scheme in Vidarbha.

Gram Shikshan Mohim (Village Education Campaign)

The idea of taking literacy movement to the masses and making them adopt it as their own was experimented in Satara district in 1959. The importance of the movement was explained to teachers, villagers, social workers and political leaders by holding a large number of meetings, which infused enthusiasm and zeal among people and workers. The annual average figure of 3,000 neo-literate adults before 1959 leaped to 11,000 in 1959-60 and to 1,90,000 in 1960-61 in Satara district. After its success, the campaign was adopted for the entire state from 17 April 1961. Some of the important objectives of the campaign were:

1. Eradication of illiteracy of adults within the age-group 14-50 by starting literacy classes.
2. Retaining literacy classes and enriching the knowledge of neo-literates through circulating literacy scheme.
3. Bringing about all-sided development of the village through Social Education Centres.

Table 3.7 shows the coverage under the Mohim from 1961-62 to 1975-76.

TABLE 3.7
Yearwise Progress of Gram Shikshan Mohim

Year	Literate Adults			Villages	Expenditure (Rs.)
	Men	Women	Total		
1961-62	2,65,303	2,21,075	4,86,378	378	-
1962-63	2,63,142	2,59,245	5,22,387	812	2,37,004-85
1963-64	2,14,898	2,09,338	4,24,236	1291	3,42,373-88
1964-65	2,55,068	2,40,412	4,95,480	2316	12,50,000-00
1965-66	2,40,056	2,55,079	4,95,135	1842	17,40,000-00
1966-67	3,58,714	4,03,317	7,62,031	2805	10,35,000-00
1967-68	4,31,091	5,03,372	9,34,463	4149	-
1968-69	9,66,877	11,50,000	21,16,877	12169	25,00,000-00
1969-70	11,42,124	15,07,363	26,49,487	10927	13,34,249-20
1970-71	3,20,679	3,47,365	6,68,044	904	4,26,267-70
1971-72	70,166	65,377	1,35,543	1072	4,52,162-00
1972-73	39,491	35,489	70,980	5078	2,16,327-00
1973-74	70,365	59,149	1,29,514	-	3,02,570-00
1974-75	21,283	16,748	38,031	1706	1,07,305-20
1975-76	19,330	12,028	31,358	3924	4,22,939-45
Total	46,78,587	52,85,357	99,63,944	49,373	1,03,67,099-28

Recognition by UNESCO

Special features of this campaign were its low cost (Re 1 per adult, 50 paise as incentive grant to village panchayat and 50 paise for production of literature) and massive community participation. To quote Mr J. C. Cairns, Director, Literacy Division, UNESCO, "Things seen in India will be valuable to other countries. I have visited twenty-three countries in recent years but nowhere have I seen such community participation as I find here, where people are working whole-heartedly. I was most impressed by the literacy activities, which I saw in Maharashtra. It appears to me that in the Gram Shikshan Mohim of Maharashtra you have succeeded in developing very strong and active adult participation. This is a noteworthy achievement, and

the mobilisation of human resources, which it permits, is of very great significance in a mass literacy campaign. I was also impressed by the large amount of functionally oriented materials, which you had prepared and had been using for a number of years. This combination of functional orientation plus massive village participation, together with the thorough planning and organisation which are quite evident in your programme, is noteworthy." UNESCO had appreciated the achievements of the scheme by awarding the coveted Mohammad Reza Pahlavi Prize to the Gram Shikshan Mohim in 1972.

Function Literacy (Pilot Project) Wardha District: With a view to removing the deficiencies in the Gram Shikshan Mohim and to make adult education programme more need-based an experimental project was undertaken by the Education Department in Wardha district, in the year 1974-75. The programme of functional literacy was started in cooperation with the Government of India's Pilot Project of Linking Functional Literacy in Karanja Block of Wardha district. One of the important objectives of this project was "to explore the possibility of imparting new skills to at least some of the workers employed for project works during the period of employment and of assisting them in finding continuous employment in the rural and urban areas."

After conducting an initial survey of the area, ten functional literacy centres were started at work sites of the PIREP. In addition to the regular programme of literacy, following occupational skills were introduced in these centres:

1. Carpentry relating to agriculture and household equipment.
2. A composite programme of masonry, brick making and tile making.
3. A composite programme of dairy development, poultry, sheep and goat rearing.
4. Tailoring and cloth toy making.

For introducing literacy with this new approach a set of flash cards consisting of 150 picture cards, 250 word cards and 110 sentence cards were prepared. In addition, a primer *Maaza Gaon* based on words and sentences introduced with the help of flash cards was developed and used in these classes. Initially 250 adults were enrolled in all the 10 centres. Out of these 250, 93 men and 58 women successfully completed the course. The total expenditure incurred on this pilot project was Rs16,450.

Functional Literacy Programme: Achievement of Wardha experiment had created confidence and had given new dimensions to schemes of adult education. This experiment had amply proved

that the educational content of the adult education should be related to needs, interests and environment of persons for whom it is intended and should be as functionally relevant as possible. Hence the state introduced Functional Literacy Programme from 1976-77 in 11 districts, viz. Satara, Sangli, Ratnagiri, Nashik, Dhulia, Osmanbad, Bhair, Nanded, Yeotmal, Nagpur and Bhandara where no other adult literacy programme existed at that time. Thirty adult education centres with an enrolment of 900 adults were started in each of these 11 districts. The total coverage for the whole state was 330 centres with an enrolment of 9,900 and budgetary provision of Rs 2 lakh per year.

Farmers' Functional Literacy Programme: With a view of relating literacy with functional skills of adult learners, the Government of India introduced Farmers' Functional Literacy Programme with 100% central assistance. As agriculture is the main occupation of our country, high yielding varieties programme was introduced as the main functional phase of this programme. This programme was introduced progressively from 1969-70 in 14 districts of the state, viz. Thane, Jalgaon, Pune, Raigad, Ahmednagar, Sholapur, Kolhapur, Aurangabad, Parbhani, Beed, Amravati, Akola, Buldhana and Chandrapur. Under the scheme, 60 centres were opened in each of these districts. A project officer with Rs.500 as fixed salary per month was appointed to supervise these centres. In all 840 centres were set up in the state with a total enrolment of 25,200 adults. It was a Central Government assisted project. The total budgetary provision for each district was Rs 35, 586.

National Adult Education Programme (NAEP)

The National Adult Education Programme (NAEP) was launched on 2 October 1978 all over the country. The programme became part of 20 point programme. Maharashtra started the programme in all the districts. The progress of the programme for the years 1981-82 to 1990-91 is given in Tables 3.4 and 3.5.

The performance of the state has been quite good under NAEP as well. The state received national and international awards for its laudable work in eradication of illiteracy. These include:

1. The Government of India awarded the prize of Rs 45.50 lakh for performance during 1982-83 and 1983-84 especially for female adult literacy.
2. "Nadezhda Krupskaya" International literacy Award from the UNESCO for National Adult Education programme during the year 1985.

TABLE 3.8
Yearwise Progress of Farmers' Functional Literacy Programme

Year	No. of Districts Covered	No. of Centres	No. of adults enrolled			No. of Adults Passed		
			Men	Women	Total	Men	Women	Total
1969-70	3	901	10909	5028	22910	14930	3315	18245
1970-71	6	1528	22963	7689	37348	14332	5658	25318
1971-72	8	1289	16983	7439	39274	10906	4134	16974
1972-73	9	1072	17961	7590	27176	9554	3151	14419
1973-74	12	962	22703	7043	32190	17014	4402	21752
1974-75	12	1024	22392	7122	30144	17054	4226	20026
1975-76	13	780	15608	4282	19209	13097	2526	20214

Total Literacy Campaign (TLC)

Eradication of illiteracy has been one of the major national concerns since Independence. A number of programmes like Social Education, Functional Literacy Programme for Farmers, Non-formal Education, Polyvalent Adult Education Centres, Functional Literacy for Adult Women, etc. were taken up to eradicate illiteracy. The National Adult Education Programme was the first nationwide massive programme launched on 2 October 1978. The National Literacy Mission thoroughly examined the experience of these programmes and identified strengths and weaknesses. Based on these analyses strategies for future were chalked out. The components included: increasing motivation, securing people's participation, increasing significant involvement of voluntary agencies, launching mass movement, ensuring availability of standard learning material, universalising the outreach, establishing mission management system and institutionalising continuing education.

Subsequently, experience of the Literacy Campaign in the Ernakulum district of Kerala, which was implemented by Kerala shastra Sahitya Parishad in 1980-90, led the National Literacy Mission (NLM) to adopt it as a campaign model. The success of the model rested on the mobilisation of social forces and securing people's participation.

The Total Literacy Campaign was launched in all districts of Kerala immediately after its successful completion in Ernakulum.

The programme was further extended to other states in a phased manner. Zilla Saksharata Samitis were registered under Societies Registration Act and Public Trust Act to implement the Total Literacy Campaign.

The Objectives of TLC included:

1. To impart functional literacy to all illiterates in the age group of 13-35 in a stipulated time so that they achieve self-reliance in literacy and innumeracy.
2. To make illiterates/neo-literate aware of the causes of deprivation and moving towards amelioration of their condition through organisation and participation.
3. To enable them to acquire skills to improve their economic status and general well being.
4. To help them imbibe values of national integration, conservation of environment, women empowerment, observance of small family norms, etc.

The Total Literacy Campaign is meant to impart functional literacy and also disseminate a 'basket' of other socially relevant messages, such as enrolment and retention of children in schools, immunization, propagation of small family norms, promotion of maternity and child care, women's equality and empowerment, peace and communal harmony, etc. The NLM has defined the desired levels of 3 Rs, reading, writing and innumeracy. Three primers are used under TLC programme. After the completion of this phase the post literacy programme is taken up to further strengthen the literacy skills and to enable a learner to reach a self-reliant level of learning.

Zilla Saksharata Samitis have been established under the leadership of District Collector/Chief Executive Officer of Zilla Parishad/ eminent educationist for implementation of TLC. The Zilla Saksharata Samiti is an autonomous body registered under the Society's Registration Act, 1860. Various committees consisting of officials and non-officials, with tasks such as environment building, organisation and management of training, monitoring and evaluation, finance were formed at the district level for effective implementation of the TLC.

Zilla Saksharata Samiti prepared and submitted the project proposal to the National Literacy Mission authority for approval through the state government. The approved cost of the project is shared by the Central (two-thirds cost) and State government

(one-third cost) for non-TSP programme. The ratio for sharing of grant-in-aid to TSP districts was 80:20. An external agency evaluated the programme at the end of the campaign.

The Post Literacy Campaign of one-year duration was to be implemented after the completion of the TLC with a view to retaining and enhancing the skills achieved by the neo-literate in TLC.

Zilla Saksharata Samiti prepared and submitted the project proposal to the National Literacy Mission for its approval. The Central and State Governments shared the cost. TLC and PLC programmes were conducted as a people's movement in the district. Voluntary agencies, Mandals and volunteers were involved in the planning and implementation of the campaign.

Present Position

Initially the TLC was implemented as people's movement in Sindhudurg and Wardha districts during 1990-91. They were declared as totally literate districts in the state in 1991-92. The TLC has been completed in 31 districts of the state and is being implemented in remaining parts of the state, i.e. Mumbai (phase II) in 14 wards, Thane, Dhule, Nandurbar, Pimpri-Chinchwad and Municipal areas.

Seven districts from Marathwada region, being educationally backward, were covered in the first phase of the campaign. The phasing of the coverage is given below:

<i>Year</i>	<i>Districts Covered</i>
1990-91	Sindhudurg, Wardha 2
1991-92	Aurangabad, Jalna, Parbhani (Hingoli), Nanded, Latur 5(6)
1992-93	Beed, Osmanabad, Sangli, Pune, Ratnagiri. 5
1993-94	Amarawati, Mumbai, Yeotmal, Kolhapur, Raigad, Satara 6
1994-95	Buldhana, Nagpur, Nashik, Akola (Washim), Ahmednagar, Jalgaon. 6(7)
1995-96	Dhule, Solapur, Thane, Bhandara (Gondia), Chandrapur, Gadchiroli. 6 (8)
Total	30 out of 34 districts

The TLC has been successfully completed in all districts except Mumbai, Kolhapur, Solapur, Satara, Akola (Washim), Ahmadnagar, Beed, Nagpur, Jalgaon, Yeotmal, Buldhana, Osmanabad and Nasik. The number of illiterates to be covered in these districts was 54.91 lakhs out of which 51.62 lakh have been enrolled and 43.45 lakh could complete the Primer III.

Programme-wise progress in the districts is given below:

Campaign in Progress

- | | |
|-------------------|---|
| A. TLC | 1. Dhule 2. Nandurbar 3. Bhandara 4. Gondia
5. Gadchiroli 6. Thane 7. Raigad 8. Mumbai
9. Pune city and Pimari-Chinchwad. |
| B. PLC | 1. Beed 2. Osmanabad 3. Buldhana 4. Yeotmal
5. Amarawati 6. Kolhapur 7. Satara
8. Ahmednagar 9. Sangli. |
| C. TLC completed | 1. Mumbai (phase I) 2. Solapur 3. Nashik
4. Nagpur 5. Akola Washim 7. Jalgaon
8. Chandrapur. |
| D. PLC completed | 1. Aurangabad. |
| E. CE in progress | 1. Pune 2. Parbhani 3. Hingoli 4. Wardha
5. Sindhudurg 6. Nanded 7. Latur 8. Jalna
9. Ratnagiri. |

Major Findings

Out of the total number of learners 66.4 per cent were women. The data revealed that literacy campaign could reach out to women, weaker sections and economically disadvantaged classes of society. There were 47.6 per cent agricultural labourers, 26.5 per cent cultivators and 17.4 per cent housewives. 36.5 per cent were women instructors studying in Standards VIII, IX and X. Teacher instructors were 17 per cent and others formed 36.2 per cent of the instructors.

Literacy campaign could stimulate a high degree of social mobilisation by involving a cross section of voluntary organisations, government departments, teachers and students in a decentralised spirit of voluntarism.

Village Education Committees at the village level played a very important role in crystallising distinctive features of the campaign. Mahila Mandals and Gram Kacheri became useful forums for proper interaction between officials and villagers.

TABLE 3.9
Progress of Total Literacy Campaign in Maharashtra
(Figures are in Lakh)

SLNo.	District	Target	Enrolment	Pill Completed	% Pill Comp. To Target	% Achievement
1.	Wardha	0.34	0.32	0.30	88.23	47.20
2.	Sindhudurg	0.51	0.39	0.28	54.90	34.40
3.	Latur	1.93	1.68	1.55	80.31	49.70
4.	Nanded	6.62	5.43	4.26	64.35	58.80
5.	Jalna	2.42	2.42	2.42	100.00	75.62
6.	Parbhani/Hingoli	4.26	3.89	2.62	61.50	56.98
7.	Ratnagiri	2.04	2.04	1.40	68.63	55.60
8.	Pune	2.47	2.47	2.30	93.12	76.91
9.	Sangli	1.94	1.94	1.79	92.27	67.91
10.	Aurangabad	3.40	3.35	3.31	97.35	74.53
11.	Beed	1.81	1.81	1.39	76.80	48.00
12.	Osmanabad	1.45	1.10	0.88	60.69	18.50
13.	Amravati	1.65	1.57	1.43	86.66	74.00
14.	Yewatmal	3.00	2.81	2.70	90.00	32.94
15.	Buldhana	1.52	1.52	1.40	92.10	68.34
16.	Kolhapur	2.44	2.44	2.06	84.43	40.44
17.	Akola/Vashim	1.70	1.45	1.41	82.95	76.90
18.	Nagpur	1.93	1.77	1.21	62.70	95.80
19.	Satara	0.98	0.92	0.83	84.70	81.00
20.	Solapur	2.76	2.76	2.09	75.73	68.68
21.	Jalgaon	1.88	1.88	1.77	94.15	86.05
22.	Nashik	3.69	3.63	3.52	95.40	66.69
23.	Ahmednagar	2.55	2.55	1.95	76.47	78.75
24.	Chandrapur	1.63	1.48	1.20	73.62	51.28
25.	Bhandara/Gondia	1.08	1.05	0.67	62.03	95.79
26.	Raigad	1.71	1.60	0.98	57.36	N.A.
27.	Mumbai (I Phase)	0.87	0.74	0.71	81.60	N.A.
	Mumbai (II Phase)	1.02	0.83	0.41	46.19	N.A.
28.	Gadchiroli	1.75	1.43	1.26	72.00	N.A.
29.	Thane	3.28	3.15	1.44	43.90	N.A.
30.	Dhule/Nandurbar	3.89	3.77	3.10	79.69	N.A.
31.	Pune City	0.47	0.41	0.24	51.06	N.A.
Total		68.99	64.60	52.88	76.65	

Suggestions

The Literacy Campaign that was organised especially in low literacy rate districts, should take advantage of the environment created by a follow-up of special primary educational programme.

Interactions between officials and villagers need further strengthening for PLC by handing over specific tasks and functions to them.

Post literacy phase should immediately be started with no gap or delay.

In order to determine the progress of imparting functional literacy the performance of TLC should be reviewed. As per the latest report available for 1997-98 TLC's have covered more than 85% of districts in the country.

Performance of Maharashtra

The State Literacy Mission viz. Maharashtra Rajya Saksharata Parishad was established in June 1996. The TLC was first launched in the state in Sindhudurg district and completed in one year. The next district covered by TLC was Wardha where the campaign was completed in March 1992. In view of the low literacy rates especially among women in Marathwada region, the government decided to implement TLC in all the seven districts also in the district of Pune, Ratnagiri, and Sangli. Subsequently, all the districts were covered.

Table 3.10 gives the data regarding target, enrolment, and number of learners who completed primer III, percentage of learners who achieved NLM norms. The Zilla Saksharata Samiti (ZSS) carries out door-to-door survey in the entire district to identify the illiterate adults in specific age groups and the number so identified taken as the target for the district. The NLM decided to concentrate on the age group of 15-35 years with flexibility allowed to districts to add 9 to 14 years and/or 36-45 years age groups. The monitoring system required to maintain data on how many among identified were enrolled, how many completed Primer I, Primer II and Primer III.

At the end of the TLC each district was evaluated by external agency to assess the rate of success in terms of achieving functional literacy on a sample basis. The NLM has set norms in terms of well-defined competencies in reading, writing and arithmetic and developed a model question paper.

TABLE 3.10
Post-Literacy Programme Completed and Coverage

Sl. No.	Name of District	Target	Enrolment	Completed PL - 1
1	Sindhudurga	0.33	0.33	0.24
2	Wardha	0.32	0.32	0.26
3	Latur	1.55	1.55	1.46
4	Jalna	2.42	1.90	1.69
5	Nanded	4.25	4.25	3.40
6	Parbhani / Hingoli	3.00	3.04	2.79
7	Pune	2.32	2.32	2.32
8	Ratnagiri	1.21	1.21	0.93
9	Aurangabad	3.19	2.83	2.43
10	Yawatmal	2.81	2.26	2.01
11	Kolhapur	1.89	1.89	1.50
12	Satara	0.84	0.75	0.58
13	Osmanabad	1.10	0.98	0.97
14	Ahmednagar	1.95	1.93	1.07
Total		27.18	25.56	21.65

The question paper consisted of 40 marks for reading, 30 for writing and 30 for arithmetic. A person who got aggregate 70 marks and 50 % in each of the three sections was considered as successful in acquiring functional literacy skills. The external agency administered tests to learners and estimated the percentage achievement. The last column in the table refers to this percentage.

A person who completed the first primer could really be considered as literate by usual definitions. However, the NLM takes the figures of those who completed third primer as the achievement norm. These percentages for each district are shown in the table. The performance of Maharashtra is quite good. Of 68.88 lakh identified illiterates 52.88 lakh (76.65%) completed Primer III, whereas only 41.54% have completed Primer III at all India level. The district-wise percentages of learners achieving functional norms according to external evaluation are also quite good. It is observed that performance of Maharashtra is quite good as compared to many other states.

Future Challenges

As seen from Table 3.9 as many as 16.11 lakh identified illiterates had not completed Primer III at the time of reporting by the respective districts. In addition, there will be some illiterates now belonging to the target age group. All these have to be covered during the Post Literacy Programme under the 'Mopping-up Operation'. This is the future challenge as far as imparting functional literacy is concerned.

It is generally observed that enthusiasm for literacy programmes has gone down, usual bureaucratisation has set in, there is shortage of volunteer-teachers and the commitment of functionaries has got reduced. Another important obstacle in the success of Mopping-up Operation is that the Zilla Saksharta Samitis are concentrating more on Post Literacy and Continuing Education Programmes. The Mopping-up Operation needs to be brought to the forefront.

It may be mentioned here that the then Chief Minister of Maharashtra took up this and decided to complete the task with the help of NSS students. However, this did not happen. It has been the common experience all over the country that college students are not volunteering for the literacy programmes. Similarly, the support from educated class did not come adequately in most districts even in Maharashtra. It is, therefore, a challenge to overcome the above mentioned obstacles and to succeed in Mopping-up Operation.

Maharashtra State may have to learn from Andhra Pradesh and try out new models. Andhra Pradesh started a programme called Akshar Sanskriti that is essentially Mopping-up Operation. A new primer has been developed based on alphabet method (the NLM had adopted word method) and they have successfully covered contents of functional literacy in three months. It is suggested that Maharashtra should carefully study this process in AP and try to adopt it for the state and complete the task of Mopping-up Operation.

Post Literacy Programme

Literacy levels acquired by neo-literates during the short span of a literacy campaign are at best fragile. There is a genuine danger that neo-literates may relapse into partial or total illiteracy unless timely action is taken to stabilise their learning skills and make

them permanent. This is a national concern for post literacy programme.

The National Literacy has visualised the Post Literacy Programme (PLP) as an extension of the Total Literacy Campaign (TLC) in the continuum of life-long education. Each TLC is followed by post literacy phase of two/one year duration.

A post literacy programme envisages 40 hours of guided learning in contrast to 200 hours of teaching-learning during the TLC. This is so because post literacy is focussed not merely on enhancing learning skills of the neo-literates. It has broader objectives. Post literacy seeks to inculcate reading habit in the neo-literate and make him/her use his literacy skills in his day-to-day life. It also serves as an umbrella under which a host of developmental activities are undertaken. Skill development forms a major component of post literacy and enterprising district collectors have been able to develop these skills with the on-going development schemes in the district very innovatively.

The progress in post-literacy programme in the state has been laudable. Table 3.10 gives district-wise coverage of PLP. In all, 15 districts have completed their PLP and it was in progress as on January 2000 in other 9 districts (Table 3.11 and 3.12).

TABLE 3.11
On-going Post-literacy Campaign — January 2000

SLNo.	Name of District	Target (Fig. In Lakh)	Enrolment (Fig. In Lakh)
1	Beed	1.70	1.64
2	Buldhana	1.35	1.26
3	Amravati	1.48	1.41
4	Sangli	1.75	1.75
5	Nagpur	1.78	-
6	Solapur	2.00	2.00
7	Bhandara	1.08	0.37
8	Raigad	1.71	-
9	Jalgaon	1.88	-
Total		14.73	8.43

The four districts in the state were accorded 'Satyen Maitra Literacy Award' for the performance of Total Literacy Campaign. They were:

- | | |
|---------------------------|-----------|
| 1. Sangli for | 1996 - 97 |
| 2. Buldhana for | 1997 - 98 |
| 3. Solapur and Satara for | 1998 - 99 |

Yewatmal district was awarded Saljan Mirtha Award for its performance in post literacy programme in 2001. The progress made by the state is encouraging.

Continuing Education Programme

As per the present scheme the Total Literacy Campaign is followed by Post Literacy Programme and by Continuing Education Programme so that literacy skills acquired can be channelised into structuring a continuous and life-long learning process. To provide life-long learning facilities to neo-literates emerging through TLC and PLC campaigns, the State Government decided to implement Continuing Education Scheme in all districts in a phased manner vide G.R. No. RASAMI/1096/(18/96)/ Shashi-6, dated 30.12.1997.

In the post literacy and continuing education stages, greater emphasis is being placed on skill development and acquisition of new learning. For those who have acquired basic literacy skills, skills are required to be linked more intricately with their lives. This can only become a reality when they learn not only to practise these skills in their day-to-day lives, but also clearly understand that these skills will be of vital importance to them in order to improve the quality of their lives.

The continuing education scheme is postulated on the principles of:

1. Treating basic literacy, post literacy and continuing education as one sustained, coherent learning process.
2. Establishing a responsive and alternative structure for life-long learning.
3. Responding to the needs of all sections of the society.
4. Learning not to be seen as a function of alphabets, but as all modes of human capacity building.

5. Addressing the socio-economic situations of the community to provide infrastructure for larger development initiatives.

Thus, the scheme of continuing education makes learners aware of the power and significance of education. They realise that education is the agency for improving their lives and they tend to find ways to use their literacy skills in their everyday life to make it more meaningful and rewarding. The continuing education scheme is, therefore, multi-faceted and enjoys flexibility to allow grassroots community participation and managerial initiative.

Establishment of Continuing Education Centres (CECs) and Nodal Continuing Education Centres (NCEs) are the principal mode of implementing continuing education programmes. The centres follow an area-specific, community-based approach. The scheme envisages one CEC for each village to serve a population of about 1,500-2,000. Ten such centres form a cluster. A separate Nodal Continuing Education Centre serves the purpose of supervising, monitoring and coordinating the cluster level activities.

Facilitators or Preraks, who are drawn from the community itself, runs these Centre. The Continuing Education Centre serves as:

1. Library and reading room
2. Teaching-learning centre for Continuing Education programmes
3. Vocational training centre
4. Extension centre for other development departments
5. Forum for sharing ideas and solving problems
6. A composite information window for the community
7. Cultural centre
8. Sports and recreation centre

The Role of NGOs

The CECs, including the nodal ones, are set up in consultation with user community. These programmes are designed to meet their demands. The stress on imparting literacy skills to non-literates is sustained. Teaching of primers, identification of target groups, environment-building activities and other items of work which were connected with illiteracy eradication continue

unabated; wider acceptance and local sustainability is achieved by involving non-governmental voluntary agencies, social workers, panchayati raj institutions in the planning and implementation of the scheme of continuing education. Various development departments, cooperative societies, technical institutions and professional groups provide inputs needed for the programme. State Resource Centres and Jan Shikshan Sansthan join hands by giving necessary resource and training support.

Apart from establishing CECs, the scheme also undertakes the following programmes :

1. **Equivalency Programme** is designed as an alternative education programme equivalent to existing formal, general or vocational education.
2. **Income Generating Programme (IGP)** where the participants acquire or upgrade their vocational skills and take up income generating activities.
3. **Quality of Life improvement Programme (QLIP)** which aims to equip learners and the community with essential knowledge, attitude, values and skills to raise their standard of living.
4. **Individual Interest Promotion Programme (IIPP)** to provide opportunities for learners to participate and learn about their personal interests in social, cultural, spiritual, health, physical and artistic fields.

Taking the district as a unit, the Zilla Saksharta Samiti formulates projects for a continuing education programme. The proposal is submitted for approval to the State Literacy Mission.

While the Central Government does provide financial assistance for initial establishment and running of CECs, all CECs are expected to become self-sustaining in the long run. The scheme envisages provision of financial assistance from the Central Government and the State Governments. The Central Government provides 100 per cent financial assistance to a district for first three years. Thereafter, the cost is shared on a 50:50 basis by the Central and State Governments for the next two years. From the sixth year onwards, states are expected to bear the full costs.

Clearly, the effectiveness of a CEC and the scope of its activities will be significantly determined by the extent of support it enjoys

from the community. The people through their own initiatives need to meet their explicit needs. They must, therefore, perceive the CECs as institutions which are useful and relevant to them. To achieve these objectives, the Zilla Saksharta Samitis are expected to devise all possible ways to enlist community support and mobilise financial and material resources from the community itself so that CECs and their programmes become self-sufficient in course of time.

Training of Functionaries

The Continuing Education Programme is going on in 10 districts of Maharashtra, namely, Pune, Wardha, Sindhudurga, Latur, Parbhani/Hingoli, Nanded, Jalna, Aurangabad and Ratnagiri. Table 3.12 gives district-wise details of the number of CE centres and Nodal centres. There are in all 4,288 CE centres and 486 Nodal centres in these 9 districts.

TABLE 3.12
On-going Programme of Continuing Education January 2001

S. No.	Name of District	Number of		Total
		CEC	Nodal CEC	
1	Pune	902	108	1010
2	Wardha	286	33	319
3	Sindhudurg	340	38	378
4	Latur	477	53	530
5	Parbhani / Hingoli	599	66	665
6	Nanded	662	75	737
7	Jalna	420	45	465
8	Ratnagiri	602	68	670
Total		4288	486	4774

SECTION II: ALTERNATIVE SCHOOLING: NON-FORMAL AND OPEN EDUCATION

Grants to Zilla Parishads for Opening of Primary Schools in the Schoolless Villages

An important requirement of universalisation of primary education is that the facilities for primary education should be made available within 1.5 km from the residence of children. Zilla Parishads provide facility of primary education in the vicinity of 1.5 kms. and population of 200 in the habitation. Grants are given to Zilla Parishads for providing primary education. The Zilla Parishads open schools in schoolless villages and appoint primary school teachers as per Government norms. Grant at the rate of 100% is payable to Zilla Parishads on expenditure incurred on pay and allowances of teachers.

Basti Shala

The Government of Maharashtra took a decision vide Government Resolution No. PRE/1099/2175/BE/Dated 18 April 2000 to provide primary education within 0.5 km of walking distance to children up to the age of 14. Under this scheme a school can be established for 15 out of school children in the habitation. Preferably a teacher teaching at Basti Shala is necessarily from the same locality. 1,040 Basti Shalas in Non-TSP areas and 896 Basti Shalas in Tribal-Sub-Plan (TSP) areas were established. The Government has given sanction to 4,774 Basti Shalas. 4,430 Basti Shalas have become functional with trained (at DIETs) teachers called *Swayamsevaks* in 2001-2002.

Mahatma Phule Shikshan Hami Yojana/Mahatma Phule Education Guarantee Scheme

Various strategies, including NFE, were adopted for achieving UEE. But a large portion of children in school-going age group still remained out of school. In 2001-2002, the Government has started Mahatma Phule Shikshan Hami Yojana to bring all those out-of-school children in 6-14 age group to mainstream of education. Voluntary organisations are encouraged to start these centres. The management appoints a local teacher called *Swayamsevak*, preferably trained, to teach a class of 20 children for four hours a day. Children are expected to achieve the competencies laid down for Standards I-IV children in formal schools. *Swayamsevaks* are trained at DIETs and they receive Rs 1,000 per month as an honorarium. Managements are given a grant of Rs18,625 to

maintain a centre. It included honorarium of the teacher, cost of books and materials, chalk sticks and training of the teacher.

Primary Schools for the Children of Sugarcane Cutting Workers

It is observed that temporary workers and sugarcane cutting workers migrate from their native place to places of sugar factories from every October to May. They move along with their families. Such frequent shifting results in a break in the education of their children. This goes against the principles of universalisation of primary education. Number of families migrating to sugar industry from about 25 blocks in Maharashtra is about 5 lakh. Taking this fact into consideration, the Government has decided that Seasonal Primary Schools for all such children in the vicinity of the sugar factory should be opened (Vide G.R. No. VLS/1096/(1995-96) Prashi-3, dated 30 October 1996) so that children continue their education up to Standard VIII. These schools start functioning in the month of September. While Zilla Parishads provide three teachers, other expenditure is borne by sugar factories. Sixteen such schools are functioning in the state.

Non-formal Education Programme

The Government of India launched the non-formal education programme with 100% central assistance during 1976-77 in Wardha District. One hundred centres with an enrolment of 3,000 adults were started and the Government of India sanctioned Rs One lakh for this project. As a matching share, the state government initiated a project with 100 centres in Pune district. In subsequent years, the Government of India selected Beed district for central assistance and the state government selected Ratnagiri district as state matching share. Thus, non-formal education programme was launched in four districts and 400 centres with the enrolments of 12,000 were set up.

Though the Indian Constitution (1950) declared that the universalisation of elementary education should be achieved by 1960 vide Article 45, the goal has yet to be realised. The main task is the education of children from socio-economically backward section of the society. The Central Advisory Board of Education in 1974 recommended that to achieve the goal exclusive emphasis on formal system of education will have to be given up and other modes of providing education thought of.

The Commonwealth Conference* on Non-formal Education for Development held at New Delhi (22 January to 2 February 1979) recommended that non-formal education should be seen as complementary to formal education in each country's development. The Government should, therefore, ensure that different programme structures are integrated into the total system of education.

Non-formal education programme represents a long-term practical plan with a dedicated effort to fulfil promises towards universalisation of elementary education among children not going to school for one reason or the other. There are habitations without schools, a large number of children dropout and there are girls who cannot attend full time schools.

TABLE 3.13

Non-formal Education Centres and Enrolment (Fifth All India Survey)

	Rural					Urban				
	Name of Centre		Enrolment			Name of Centre		Enrolment		
	Primary	Upper Pri.	Boys	Girls	Total	Primary	Upper Pri.	Boys	Girls	Total
Maharashtra	1155	128	24506	10092	34598	15	6	415	258	673
India	111061	6449	1948193	1446477	3394670	7440	720	145806	131358	277164

The main objective of this scheme is to provide facilities to students who have been deprived of education due to social inequality, poverty, illiteracy, or otherwise and to those who have left their schooling before completing schooling of eight years.

The scheme came into force in 1979-80. Under this scheme a part-time teacher conducts classes for children in the age group 9-14 at a time convenient to them either in the morning or evening. Teachers are paid Rs 100 p.m. as honorarium and children attending these classes are provided free textbooks, writing material, etc. Syllabus of Standards I-IV is prescribed for these classes. Pupils are expected to complete this syllabus within two years. In the first year, a grant of Rs 1500 is given for teaching-learning materials and Rs 500 for ensuing years.

(* Status Paper on Experimental Projects for Non-formal Education for children by NCERT, March 1984)

Education is child-centred, educational environment-oriented and flexible so as to meet educational needs of the comparatively deprived geographical areas and poor socio-economic sections of the society.

Prerana Centres

Each centre has a strength of 30 children. Unit cost of the centre is given below:

	Item	Rs
a.	Honorarium @ Rs 500 pm. for 10 months.	5000
b.	TLM Grant	500
c.	Learning Materials @ Rs. 65	1950
d.	Contingency @ Rs 75	750
e.	ALS Kit	1000
f.	Integrated Bal Anand Melava (twice in a year)	1000
	Total	10200

TABLE 3.14 .
Number of AS Centres Functioning in 1999-2000
1. Prerana Centres

Sl. No.	District	Centres	Number of Pupils				
			Boys	Girls	Total	SC	ST
1	Aurangabad	296	2143	3257	5400	852	872
2	Parbhani	202	2559	2264	4823	872	524
3	Nanded	196	2499	2292	4791	958	612
4	Latur	81	695	815	1510	302	100
5	Osmanabad	150	1210	1391	2601	789	401
	Phase I Total	925	9106	10019	19125	3773	2409
6	Beed	185	3324	3282	6606	1127	2431
7	Jalna	159	2159	2007	4166	883	262
8	Dhule	381	4053	4684	8737	296	3628
9	Gadchiroli	69	679	767	1446	195	290
	Phase II Total	794	10215	10740	20955	2501	6611
	Grand Total	1719	19321	20759	40089	6274	9020

TABLE 3.15
Number of Contract Schools Functioning in 1999-2000
2. Contract Schools

S. No.	District	Schools	Number of Pupils				
			Boys	Girls	Total	SC	ST
1	Parbhani	26	388	347	735	179	60
2	Latur	16	179	220	399	100	15
3	Osmanabad	38	574	579	1153	151	436
4	Jalana	22	153	171	324	15	21
5	Nanded	86	583	500	1083	20	798
Phase I Total		188	1877	1817	3694	465	1330

TABLE 3.16
Sugar Schools

S. No.	District	Schools	Number of Pupils		
			Boys	Girls	Total
1	Nanded	3	348	291	638
2	Osmanabad	16	179	220	399
Total		188	1877	1817	3694

Brick Kiln Schools

There is only one school at Amdura in Nanded block of Nanded district. It has 74 boys and 21 girls.

Seasonal Hostel

A large number of parents seasonally migrates from Beed district to other places in the state during sugarcane harvesting season every year. Therefore in Beed district construction of a building for one seasonal hostel for 100 children from Standard I-V (65 Boys and 35 Girls) in Parali block has been started on pilot basis.

Remedial Teaching Classes

TABLE 3.17
Number of Schools and Pupils involved in Remedial Teaching Programme

S. No.	District	Schools	Number of Pupils		
			Boys	Girls	Total
1	Aurangabad	1399	19241	15734	34975
2	Nanded	3	40	66	106
Total		1402	19281	15800	35081

TABLE 3.18
Types of AS Centres in DPEP Districts

Type of School	Age Group	Strength Norm	Stds.	Textbooks
Contract Schools	6 -9	Minimum 5 Girls or 10 Children	I - II	Formal School
Perna Centre	9-14	Minimum 10 Girls or 20 Children	I - IV	ITE Pune
GRS	6-11	60 Children	I - V	Formal School
Sugar School	6-11	40	I - V	Formal School
Condensed Course	6-11	10	I - V	Dnyan Prabhodini, Pune
Brick Kiln School	6-11	40	I - V	Dnyan Prabhodini, Pune

Experimental Projects

The Indian Institute of Education (IIE), Pune launched an experimental project in 1979. Conducted with due planning and objective evaluation at each stage of action, the project has proved the validity of Shri. J.P.Naik's ideas and has shown path to solving the problem of primary education for children particularly of girls in rural areas. Though the project was conducted in Pune district it covered five agro areas climatically different in the district.

Strategies: It was decided to organise three batches of pupils, each for two years, in a five-year period. Initially, only illiterate

children of the 9-13 age group were to be enrolled. About 100 classes per year were planned within the limitations of the research budget. Preparations for starting the first batch were completed in 1979-80. These included appointment of project staff, discussions with the Zilla Parishad education authorities for mutual collaboration, appointment of a Project Advisory Committee under the chairmanship of the president of the Zilla Parishad and vice-chairmanship of the Director of Education, Maharashtra; discussions with the communities; meetings of local primary school teachers in order to acquaint them with the problems of universal primary education and the proposed action-research project; involving the village youths and teachers in the surveys so as to help them understand the problems of education; orientation of project staff; preparation of a tentative curriculum and production of teaching-learning materials; organising materials for teacher training and evolving need-based training techniques; selection of teachers' finding, class accommodation, etc.

Pilot classes were started towards the end of 1979 in each project area. Each class was conducted by a member of the project's field staff in order to obtain first-hand experience of the problem of running a non-formal /part-time class, identifying solutions, and thus gaining the insights necessary for organising more classes and evolving appropriate teacher training.

Impact on the Community

Three-fold impact was noticed:

1. Communities became more conscious about the need to educate girls. Apart from higher enrolment in non-formal classes, enrolment and attendance of girls in Classes V to VII of the formal schools increased in some villages.
2. A demand arose for continuation education for all primary school-leavers and particularly girls through non-formal arrangements. Experimental projects were begun by the Institute at the suggestions of some communities to offer continuing education.
3. Women became conscious of the possibilities of acquiring education through the non-formal arrangement and a project took shape to orient rural women along with literacy in science and technology education.

These outcomes provided sufficient evidence of the success of non-formal primary education to create a social demand for the education of women and girls. This point needs serious consideration by planners of rural education and development.

SECTION III: EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Integrated Education 2000-2001

The Table 3.19 shows districtwise coverage of disabled children in terms of institutions, teachers and units.

TABLE 3.19
Districtwise Coverage of Disabled Children in Terms of Institutions, Teachers and Units

Sl. No.	District	No. of Schools		No. of Units		Handicapped children				Teachers		
		Pri.	Sec.	Pri.	Sec.	Dumb	Blind	Phy.	MR	Total		
1.	Pune	6	15	15	23	336	160	14	2	512	15	21
2.	Mumbai	4			6	5	26	20	8	59		5
3.	Nashik		2	3	2	22	48			70		2
4.	Dhule	1	1	1	1	30	24			54	1	1
5.	Sangali		4		1	38				38		1
6.	Kolhapur	1	2	1	4	53				53	1	3
7.	Nanded		1		1	20				20	1	
8.	Amarawati		2		2	43	32			75		1
9.	Nagpur	3	2	5	3	55	47	4		106	4	3
10.	Vardha		1	1	2	27	14	16		57	1	1
11.	A'nagar	3	1	4	1		63			63	4	
12.	Sholapur	3		4			11	20		31	1	
13.	Raigad	1		1	9					9	1	
Total		18	35	35	46	638	425	74	21	1168	32	41

In 2000-2001 there were 81 units in 53 primary and secondary schools with 1,168 students receiving education.

The Government of India has launched a scheme of Integrated Education for disabled children in order to provide additional educational opportunities to handicapped children in formal schools along with normal students. Under this scheme, handicapped children are placed in schools for normal children

and they are given an opportunity to participate in different activities of the school. The Programme aims at equipping the disabled children to live in the community without any inferiority complex. The Following four categories of disabilities are included:

1. Blind and partially sighted children;
2. Mild and moderate learning impaired;
3. Children with locomotor disabilities; and
4. Mentally retarded children having some capacity to learn.

To make the scheme more effective the following new items have been included in the Eighth Five-year Plan:

1. A separate cell for monitoring the scheme.
2. In-service programmes are conducted for resource teachers and officers working in these fields. Every year 10 new units are supposed to be opened.

The Following facilities and grants are provided to disabled children and the schools under this scheme:

A. Non-recurring Expenditure

It is provided for educational aids with actual expenditure up to 2,000 per pupil (once in five years).

B. Recurring Expenditure

1. For stationery with actual expenditure up to Rs 400 per pupil per year.
2. Uniform — up to Rs 200 per pupil per year
3. Conveyance allowance — actual expenditure up to Rs 50 per pupil per month.
4. Reader allowance of Rs 50 per pupil per month (only for blind pupils in Standard VII).

In view of rendering equal educational opportunity for the disabled children they are provided with the facility to take admissions in normal schools. They are also given the opportunity to prepare themselves for the normal growth and development, which would enable them to face life with courage and confidence. During the year 1997-98, thirty-nine schools (primary and secondary) were involved in the implementation of the scheme through which 968 disabled children could find the ray of hope in their lives.

The special schools form a small category among all educational institutions. In Maharashtra, their number has increased from 63 in 1955-56 to 101 in 1965-66 ; their enrolment from 4,186 to 9,092 ; and their expenditure from Rs 10.29 lakh to Rs 19.54 lakh.

TABLE 3.20
Special Education during 1950 - 51 to 1965 - 66

Year	Item	For Men- tally Handi- capped	For Physi- cally Handi- capped	Refor- matory	Orien- tal	Oth- ers	Total
1950-51	Institutions	Break up not available					14,628*
	Enrolment						3,26,293
	Expenditure						2,386
1955-56	Institutions	2	18	10	28	5	63
	Enrolment	164	839	1,644	1,119	420	4,186
	Expenditure	86	298	566	73	6	1,29
1960-61	Institutions	3	28	13	40	13	97
	Enrolment	307	1,413	2,040	2,180	1,747	7,687
	Expenditure	119	619	1264	179	373	2,554
1965-66	Institutions	3	36	19	38	51	101
	Enrolment	379	1,976	1,866	3,878	993	9,092
	Expenditure	214	941	551	181	67	1,954
Average Annual percentage increases :							
1955-56 to 1965-66	Institutions	4.1	7.2	6.6	3.1	—	4.8
	Enrolment	8.7	8.9	1.3	13.2	9.0	8.1
	Expenditure	9.5	12.2	—	9.5	27.0	6.6

* Includes adult education also.

Decrease was due to reclassification of some institutions as professional since 1964-65. Special institutions, which now exist in the state, include three institutions for mentally handicapped children with an enrolment of 379 and an expenditure of Rs 2.14

lakh; and 36 institutions for the physically handicapped children with an enrolment of 1,976 and an expenditure of Rs 9.41 lakh. The number of reformatory schools which was 10 with an enrolment of 1,644 and an expenditure of Rs 5.66 lakh in 1955-56 has now increased to 19 with an enrolment of 1,866 and an expenditure of Rs 5.51 lakh in 1965-66. These are important categories among the special schools.

The oriental schools, which should really be regarded as a part of general education, numbered 28 with an enrolment of 1,119 and an expenditure of Rs 73,000 in 1955-56. Their number has since increased to 38 with an enrolment of 3,878 and an expenditure of Rs 1.81 lakh.

Secondary and Senior Secondary Education

A. SECONDARY EDUCATION

Secondary education in Maharashtra is mainly provided on the initiative of voluntary agencies. The Government subsidises the effort by providing grant-in-aid. In western Maharashtra and Vidarbha, a majority of secondary schools are managed by voluntary organisations. In Marathwada, however, the Government maintained majority of schools. After the establishment of Zilla Parishads on 1 May 1962, all Government schools from all the three regions have been transferred to Zilla Parishads. Thus, there are at present two main agencies maintaining secondary schools, i.e. voluntary organisations and Zilla Parishads.

Development of Secondary Schools (1947-1955)

After the attainment of Independence, a reconstruction of education was undertaken in almost every field but in no other sphere were such significant changes introduced as in that of secondary education that admittedly formed the weakest link in the general system of education under the British rule. In the first place, it was decided to reduce the dominance of English from which secondary schools had suffered so much in the past. For this purpose, the teaching of English was removed altogether from Standards I to III and English was taught as a subject only in Standards IV-VIII. This radical reform made it possible to eliminate the difference between primary school Standards I-III and secondary school Standards V-VII. A common syllabus was adopted for primary school Standards I-III and secondary school Standards V-VII. Standards V-VII were declared to constitute primary education so that primary education was

now spread over seven years — the Infant Class being abolished, and the secondary education course covering four years. Moreover it was also decided to number the primary and secondary standards consecutively from I-XI. It may also be pointed out that this major reform had three other consequences:

1. English classes attached to primary schools were closed.
2. The special classes for teaching English to Primary School Certificate (PSC) passed students were also discontinued.
3. Old middle schools, which taught Standards I-III of secondary education course only, were virtually eliminated. Prior to 1946-47 the number of middle schools was always greater than that of high schools; after 1947, the number of high schools exceeded greatly the number of middle schools in Maharashtra.

Secondly, it was also decided to reduce dominance of matriculation examination, which had been a major evil from which secondary education suffered in the past. A new Secondary School Certificate Examination was instituted at the end of the secondary education in lieu of both the Matriculation and SLC examinations. This examination served as an entrance examination to the university education on the one hand and as a Secondary School Leaving examination on the other. It provided for such a large variety of subjects. Secondary education became a stage for diverting students into various walks of life rather than only as a preparation for entrance into universities.

As a result of these changes, system of general education in the state was simultaneously altered and it stood as follows in 1955:

Primary Standards	I II III IV V VI VII
Secondary Standards	VIII IX X XI SSS Exam. (English taught as a subject only provision made for several diversified courses).

The expansion adopted by the Government resulted in a sudden increase in the number of secondary schools and their enrolment during this period.

Progress of Secondary Education

The progress of secondary education during the period under study has been shown in Table 4.1. Enrolment at the secondary stage increased from 2.44 lakh to 9.41 lakh in 1950-51 to 24.6 per cent in the same age group (13-16) in 1965-66, at annual rate of 9.4 per cent. Enrolment increased in western Maharashtra from 14.8 per cent in 1950-51 to 28.4 per cent in 1965-66. The corresponding figures for Vidarbha are 7.5 per cent in 1950-51 and 21.1 per cent in 1965-66 and for Marathwada were 5.9 per cent in 1950-51 and 14.8 per cent in 1965-66. The growth of secondary education has been much faster than that of primary education. The number of institutions increased from 765 in 1950-51 to 3721 in 1965-66, at the annual rate of 11.1 per cent. The total number of teachers in secondary schools increased from 13,377 in 1950-51 to 55,244 in 1965-66, at the annual rate of 9.9 per cent. The number of graduate teachers has increased at 10.7 per cent per year. The table below illustrates:

TABLE 4.1
Secondary Schools and Enrolment (1947-1955)

Year	Number of Secondary Schools			Number of Students Enrolled		
	High	Middle	Total	High	Middle	Total
1946-47	555	626	1181	238512	46508	285020
1951-52	1022	327	1349	401648	34484	436132
1953-54	1097	359	1456	411441	32756	444197
1954-55	1165	356	1521	445109	30093	475202

The expenditure on secondary education increased from Rs 3.29 crore in 1950-51 to Rs 17.76 crore in 1965-66 at an average increase of 11.9 per cent per year.

Regional Disparities within the State

The unified and homogeneous state of Marathi language speaking people was formed on 1 May 1960. The state had to face many problems in the field of education. Regional disparities were one of them. Western Maharashtra was educationally advanced, the progress in Vidarbha was far from satisfactory, and the

Marathwada region was lagging far behind. Table 4.2 shows the number of educational institutions and the number of students in the three regions indicating the extent of regional disparity in the state.

TABLE 4.2
Number of Educational Institutions and Students

<i>Level</i>	<i>Western Maharashtra Institutions Students</i>		<i>Vidarbha Institutions Students</i>		<i>Marathwada Institutions Students</i>	
Primary	15616	2039744	4154	399777	7655	167800
Secondary	584	232004	148	62400	33	15919
Higher Edu.	72	34483	23	8258	3	603
Universities	3		1	-	-	

TABLE 4.3
**Number of Students and Per Capita Expenditure
in Three Regions**

<i>Regions</i>	<i>The Students Ratio Per thousand in 1950-51</i>	<i>Per capita Expenditure in 1950-51(Rs)</i>
Western Maharashtra	131	6.24
Vidarbha	79	2.38
Marathwada	39	2.28

Modernisation of Madarasas

The Government of India has launched a scheme of providing financial assistance to modernise Madarasas and traditional religious institutions. They have been advised to include Science, Mathematics and English in their curriculum. The Government of India has laid down the following norms for the assistance under this scheme.

1. Voluntary organisations/societies/trusts, which are registered under Central or State Acts or Waqf Board, shall be eligible to apply for assistance under the scheme.
2. Such institutions should be in existence for the last three years.
3. Institutions should have proper constitution of Articles of Association.

4. Have a properly constituted managing body with its powers and duties clearly defined in the constitution.
5. Be in a position to secure involvement on voluntary basis of knowledgeable persons for the furtherance of programmes.
6. Not to be run for profit of any individual or a body of individuals.
7. Not discriminate against any person on the ground of language or sex, etc.
8. Not function for the furtherance of the interest of any political party.
9. Not in any manner incite communal disharmony.

The Maharashtra Government recommended six institutions fulfilling the eligibility criteria for financial assistance to the Central Government. Amount of Rs 30,400 and Rs 36,000 per Madarasa were paid as grants-in-aid during 1997-98 and 1998-99, respectively.

B. SENIOR SECONDARY EDUCATION

Status of senior secondary education including efforts to bring +2 stage gradually to school system and attempts at reform of senior secondary education are given in the following paragraphs.

School Complexes

It was the Kothari Commission, which recommended establishment of school complexes for promoting educational advancement. The Commission envisaged a School Complex consist of one secondary school, five higher primary schools and 28 lower primary schools. This could be the minimum viable unit of educational reform in a rural area within a radius of five to ten kms. The Commission referred to the advantages of the complex in the following words:

“Such an organisation will have several advantages in helping to promote educational advance. It will break the terrible isolation under which each school functions at present. It will enable a small group of schools working in a neighbourhood to make a cooperative effort to improve standards. It will enable the Education Department to evolve authority with comparatively less fear of its being misused and provide the necessary stock of talent at the functional level to make use of this freedom”.

School Complexes in Maharashtra

Maharashtra being a very progressive state in educational matters and was called as the laboratory of educational experiments was quite prompt in introducing the scheme of school complexes. The scheme of school complexes was initiated in the year 1968 vide Government Resolution No. ECR-1166 dated 2 November, 1968. The scheme actually works in three tiers. The first tier comprises a school complex with a higher primary school as a central school and 8-10 lower primary schools joined to it. On the second tier, the position of the central school is taken by a secondary school and 8-10 primary schools are attached to it. These two tiers include school-school complexes. The third tier includes a college as the nucleus and a few secondary and primary schools as its peripheral units.

Objectives

The main objectives include:

1. To break isolation among educational institutions at different levels. This would eliminate the present tendency to blame the next lower stage for unsatisfactory standards.
2. To help cross-fertilisation of ideas and mutual cooperation in carrying out programmes of qualitative improvement of schools in the complex.
3. To infuse flexibility and spirit of experimentation among teachers.
4. To help in sharing of resources.

Present Position

School complexes have been expanded from year to year since 1968. In 1985, 539 formal school complexes were functioning in the state out of which 108 school complexes had been established in Tribal Sub Plan (TSP) area and 431 school complexes in non-TSP area. Mostly these school complex centres were established in the rural and educationally backward areas.

These 539 school complexes covered about 6,000 primary schools. The central secondary school extends guidance and orientation facilities to the primary schools. Region-wise meetings of the Heads of secondary schools are convened every year. Officers from the State Institute of Education guide them to prepare a

minimum programme of improvement for primary schools. The complexes help primary schools to improve enrolment, reduce stagnation and improve retention. 3

These centres organise training programmes, orientation workshops for preparing teaching aids. Primary schools have benefited in many ways. Laboratories, libraries, educational equipment of secondary schools are made available to primary schools, thereby helping them to effect qualitative improvement. Some features of school complexes in Maharashtra are:

1. The strength of the school complexes steadily rose from six in 1969-70 restricted to only eight districts, to 544 in 1985-86 pervading all the 30 districts of the state.
2. Thane district had the maximum number of school complexes (63), while Jalna district had the least number (7).
3. Average area covered under school complex ranges from 75.38 kms (Bombay) to 180.40 Kms (Beed).
4. Average population coming under school complex ranges from 53,000 (Thane) to 2,30,000 (Bombay) and preceded by 1,62,000 (Solapur).
5. Average number of primary schools in a school complex ranged from 34 (Nashik) to 269 (Bombay) and 184 (Ahmednagar).
6. Average number of secondary schools in school complex ranges from seven (Gadchiroli) to 114 (Bombay).
7. The number of college-school complexes rose from five in 1970-71 to 65 in 1978-81 and came down to 44 in 1987-88.
8. Dhule district had two college school complexes during the years 1978-79 to 1980-81. They do not exist today. Sixteen districts had one college-school complex each, eight districts two each and four districts four each.
9. Every college-school complex was expected to cover 10-15 secondary schools within its surroundings of 8-10 kms.
10. Every school complex was given an yearly grant of Rs 834 including Rs. 478 for recurring expenditure and Rs 360 for honorarium to the Headmaster, for conducting school complex activities.
11. The reports of the SCERT showed that an annual meeting of the Heads of school complexes was held for evaluating the work done during the previous year and for preparing plans for the current year programmes.

12. School complex programmes included such activities as gatherings, workshops, seminars, lectures, demonstrations, visits, projects, supervision, exhibitions, games and elocution competitions, etc. Workshops, seminars and lectures could take care of various activities like evaluation of new textbooks, discussion on the revised syllabus, evaluation tools and techniques, etc.

Limitations of School Complex Activities

The School Complex activities got an important place in the educational planning of the State Government. But the programme could not develop vigorously as it lacked inspiring and enthusiastic leadership. It needs competent leadership, sincere and dedicated functionaries for its effective implementation.

Future Prospects

The foregoing discussion points out both the bright and dark sides of the scheme. Basically there was no fault in the scheme. It was one of the most imaginative ideas given by the Kothari Commission for improving with limited sources the conditions, standard and administration of primary schools.

The success of the scheme was dependent upon the interest, dedication and hard work of organisers both at the grassroot and top levels. The Chandrapur experiment pointed out both the rise and fall of the scheme at the grassroot level depending respectively on the inspiring attitude of the Directors of the school complex activities with a college working as the nucleus of secondary and primary schools.

The experiment could have continued successfully even under the changed disinterested attitude of the college, if the Heads of secondary and primary schools in the complexes had shown enough enthusiasm and eagerness to go ahead on their own. But this was unfortunately not the case and therefore the programme failed. The scheme became successful only when Heads of primary schools provided inspiring and intelligent leadership on a continuous basis.

State Institute of Science Education, Nagpur

The Institute was established at Pune in 1968 with a view to improving the quality of science teaching in schools. In 1980 the Institute was shifted to Nagpur. The role and functions of the

Institute are as follows:

1. To provide orientation and training to staff of training institutions for primary school teachers and inspecting officers of primary schools on their entry into their career.
2. To provide literature (inclusive of teaching aids) for primary schools and teachers.
3. To arrange for the in-service training of teacher educators, laboratory assistants working in teacher training institutions, for school teachers and teachers from junior colleges.
4. To conduct studies and investigations on various problems of education in general and in the training of teachers and the teaching of science subjects at different levels in particular.
5. To purchase science kit boxes for primary schools through CSPO and supply them to the primary schools.
6. To organise state level science exhibition and recommend the science exhibits for national level participation and exhibition.
7. To undertake specific projects as may be entrusted to it by the Government from time to time.

Major activities

UNICEF Aided Project in Science Education: In collaboration with the UNICEF and the NCERT the Institute had undertaken a project in the state. Ten thousand divisions of Standard IV and 5,700 of Standard V were included in this project in addition to a number of Standards VI and VII. The Institute had prepared Marathi versions of textbooks prepared by the NCERT and were used in the project. These books were made available to students through Maharashtra State Bureau of Textbook Production and Curriculum Research. Teachers' handbooks also had been prepared and published to support these textbooks. Specially prepared science kits were provided free of cost to schools included in the project. This project was conducted with the help of 19 junior colleges of education and seven colleges of education. They were also supplied with the kits. The scope of the project was proposed to be widened by including more and more schools gradually.

Training of Primary School Teachers: The position in Maharashtra has improved materially since 1963-64. Training facilities considerably expanded in the Third Five-Year Plan so

that the percentage of trained teachers increased to 78.1 per cent in 1965-66 and is now nearly 98 per cent. What is even more important to note that it will no longer be necessary for Maharashtra to recruit untrained teachers.

The effective implementation of the enriched science syllabus mainly depends upon the training of teachers. Various courses have been conducted at in-service training centres located at junior colleges of education. These courses are of 28 days duration and impart training in acquainting teachers with the syllabus. The new approach and demonstration of experiments through a primary kit box is given to teachers, so that they do not find any difficulty while transacting science curriculum. In addition to these courses, short-term courses of eight days' duration were also organised at district level in teacher training institutes for primary teachers. Right from 1977-78 to 1980-81 the Institute has organised 474 courses through which 12,819 teachers have been trained.

Kit Boxes: Purchasing primary school science kit boxes through Central Scientific Purchase Organisation (CSPO), Bombay and supplying them to primary schools is a regular activity of this Institute. There are 81 items in the kit box. The kit box is very popular among primary school teachers as it provides all the necessary equipment required for demonstrating all experiments from Standards I to IV. In all 47,107 kit boxes were supplied to primary and middle schools throughout the state during 1974-75 to 1980-81.

Science Exhibition: Science fairs and state level exhibitions are with a view to identify and encourage scientific talent among school children and to develop creative thinking and habit of exploration among them. Since 1975, the state level science exhibitions have been organised in collaboration with Nehru Memorial Fund and NCERT, New Delhi. So far these exhibitions have been organised at Bombay (1975-76), Pune (1976-77), Nagpur (1977-78), Aurangabad (1978-79), Kolhapur (1979-80), Amravati (1980-81) and Nashik (1981-82). At district and state levels science exhibitions — working models, projects, charts, etc., prepared by students from two groups, namely Standard I-VII and Standards VIII - XII are exhibited. The selected prize-winning exhibits at state level exhibition are recommended for the national level exhibition. In state level exhibitions special prizes are given to entries from tribal areas.

Orientation of Laboratory Assistants and Laboratory Attendants: With the introduction of 10+2+3 pattern in the state in 1972-73 laboratory assistants have been appointed in secondary schools so also in many schools laboratory attendants are working, helping science teachers in carrying out laboratory work. Taking into consideration the work that laboratory assistants and laboratory attendants have to do a need was felt to orient both by arranging special courses for them. The Institute designed courses of ten day's duration separately for each of the two categories. Handbooks have also been prepared for guidance of the laboratory assistants/attendants to help them in day-to-day work. From 1977-78 to 1980-81 the number of courses organised were 49. In all 1,332 participants benefited from these courses with financial input of Rs 2,52,100.

Orientation of Method Masters and Extension Officers

The extension officers are the key officers in the field of primary education. They supervise and inspect primary schools. They also work as a guide to the primary teachers in implementing the new syllabus in primary schools. In short the success of the programme depends on the efficiency of these extension officers. They, therefore, needed minimum orientation in modern trends and techniques in the field of education in the light of revised syllabus especially in general science and NCERT's science syllabus. These officers were deputed for 10-day orientation course in science education and science teaching.

Most of the training courses for primary teachers were conducted in various junior colleges of education. Teacher educators in these institutions worked as resource persons. Hence, it was essential to orient those personnel in modern techniques of teaching of science. Many courses were organised in SISE every year to serve the purpose.

Science Forum for Talented Students in Secondary Schools:

The Scheme of science forum was first introduced in 1978 for talented students in secondary schools with the following objectives:

1. To encourage pupils in development of scientific skills, proper expression, creativity and critical thinking.
2. To encourage students to appear for (NTS) examination.

3. To identify and develop scientific talent and prepare them to integrate scientific ideas with daily life situations.

Under this programme 30 pupils from rural areas (Group B) and 43 pupils from urban areas (Group A) were selected on the basis of marks obtained on a test in Science and Mathematics of Standard VIII. The programme consisted of lectures, quiz competitions, film shows, science projects, demonstrations, reading of books, practical work, interviews and excursions. Table 4.4 gives information regarding the districts covered and the amount utilised under this scheme.

TABLE 4.4
Districts Covered and Amount Utilised

S. No.	Year	Amount (Rs in Lakh)	Districts covered
1.	1979-80	1.05	21
2.	1980-81	1.24	26

The programme still continues on voluntary basis and without the grant from the state government.

National Talent Search Examination: One of the objectives of Science Forum Scheme is to encourage the students to prepare for NTS examination. The Institute has taken the initiative to popularise the scheme in the state. As a first step in this direction, the Institute organised a two-day conference on NTS of field officers of SISE and coordinators of B.Ed. colleges on 5 and 6 March 1981. An appeal was made to these personnel to popularise the scheme by providing adequate guidance to candidates appearing for NTS examination at their level.

The Institute also conducted a camp of eight days duration for providing guidance to pupils appearing for NTS examination. The NCERT has increased the number of scholarships and additional sets of scholarships are exclusively reserved for candidates belonging to SC and ST category. Following this decision, the SISE conducted a three-day Shivar for selected SC/ST candidates from all over Maharashtra.

A cyclostyled handbook was brought out and supplied to all science forum centres. The Number of pupils appearing for and winning NTS scholarships from Maharashtra has considerably increased.

Environment Studies/Environmental Science

Preparation of Handbook for Standards I and II and Standards III and IV: The Institution, in collaboration with UNICEF, launched in 1978 a programme of environmental science studies. It had developed handbooks for primary school teachers with 100 per cent financial assistance from the UNICEF. About 150 primary school teachers from Wardha, Jalgaon, Beed, Pune and Thane districts were trained. The curriculum was implemented in 50 selected primary schools of the above districts. The handbooks were revised with the help of 15 primary school teachers, three assistant masters from DEd. colleges and staff members of SISE, Nagpur. The revised handbooks were tried out in the concerned schools.

Remedial Course in Mathematics: A committee comprising renowned mathematicians prepared a remedial course in mathematics for Standard VIII. A diagnostic test based on important basic concepts of mathematics for Standards I to VII was prepared and administered in March 1980. About 4,000 students from 55 schools in six districts (Mumbai, Pune, Jalgaon, Ratanagiri, Wardha and Aurangabad) participated. The answer sheets were assessed and difficult concepts identified for remedial treatment. A remedial programme was developed. A handbook was also prepared and distributed to teachers in experimental schools. It was tried out on Standard VIII students. A follow-up programme was also chalked out. This led to improvement in results at the SSC examination.

Correspondence-cum-Contact Course: The survey of educational qualifications of teachers teaching science and mathematics in secondary schools revealed that there were a number of undergraduate teachers who had to teach science subjects, no matter whether they had offered the subject at the graduation examination or not. With a view to enriching their content knowledge and to improve their competence, a correspondence-cum-contact course was organised for these teachers.

Every year lessons on selected topics in physics, chemistry and biology for Standards VIII, IX and X were prepared by the staff at SISE and those were circulated in tribal areas of Maharashtra. From the remarks received from teachers teaching in tribal areas, it was found that scheme was liked by all. Nearly

164 schools from tribal areas benefited by the correspondence-cum-contact course.

Institute of Vocational Guidance and Selection, Mumbai

Guidance was first introduced in India in 1938 as a part of experimental psychology in the Department of Psychology, Calcutta University. In Mumbai, Batliboy Vocational Guidance Bureau was established in 1941 and in 1947, the Uttar Pradesh Government established the Institute of Psychology at Allahabad first and subsequently at Varanasi, Kanpur, Meerut and Bareilly. Those institutes had considerable impact on people in other parts of the country. As a result the Bombay Government established a Centre for Vocational Guidance at Mumbai. The Secondary Education Commission (Mudaliyar Commission-1952-53), and Kothari Commission had very strongly recommended the need for vocational guidance at the secondary school stage. The State Government has established regional institutes of vocational guidance. These include:

1. Maharashtra State Council of Educational Research and Training's Regional Office at the State Institute of Vocational Guidance and Selection, Mumbai.
2. Regional Institute of Vocational Guidance and Selection, Pune 30.
3. Regional Institute of Vocational Guidance and Selection, Sitabardi, Nagpur 440 012.
4. Regional Institute of Vocational Guidance and Selection, Nashik 422 001.
5. Regional Institute of Vocational Guidance and Selection, Padampura, Aurangabad 431101.
6. Regional Institute of Vocational Guidance and Selection, Kolhapur 416 002.
7. Regional Institute of Vocational Guidance and Selection, Amaravati 444 604.

Towards the end of 1950, the Government of Bombay, set up a Vocational Guidance Bureau in Bombay with the following objectives:

1. To collect the occupational information for guidance of school leaving boys;

2. To prepare a cumulative record card for use in schools; and
3. To construct psychological tests suited to Indian conditions.

In 1957, the Bureau was expanded and converted into the Institute of Vocational Guidance with emphasis on training and research. Simultaneously, two sub-bureaus were established one each at Pune and Ahmedabad, to look after guidance services in these regions and to make expert guidance available at regional headquarters. In 1960, with the bifurcation of the Bombay State, the Sub-Bureau at Ahmedabad was transferred to Gujarat State. Under the Third Five-Year Plan the Institute of Vocational Guidance was upgraded into the Institute of Vocational Guidance and Selection in view of its increasing demand from industries for selection purposes. Some of the activities of the institute are discussed briefly.

Occupation Information Service: The Institute collects information about training course, university and non-university courses, occupations, apprenticeships, jobs, etc. This information is disseminated to students and the public through various channels like replies to personal and postal queries, career talks in schools, compilation and publication of career literature in the form of pamphlets, monographs and folders organising exhibitions and career conferences, writing articles in the press, radio and television talks and through the career masters trained by the institute. The Institute publishes a quarterly newsletter, which is circulated to all career masters to keep them abreast of the latest developments in the field of guidance. They also receive copies of important advertisements published from time to time.

Psychological Testing Service: Individual consultation for the choice of an appropriate career is given to those who need it and call personally at the Institute. This activity is mainly carried out in summer for about a week prior to declaration of the SSC results. Psychological testing is arranged for assisting headmasters of the schools in selection of pupils for admission, classifying pupils for different diversified courses, for government departments and private industries in selecting apprentices and for selecting scholars or recruits for specific jobs. Tasks like construction and standardisation of psychological tests suitable to Indian conditions and validation studies for the purposes of predicting success in various training courses and occupations are also undertaken.

Training Programmes

The Institute conducts two types of full time courses:

- A. Career Master's Certificate Course of three week's duration with emphasis on occupational information. Teachers trained work as Career Masters in their schools. They are allotted one period a week in Standards VIII, IX, X for dissemination of occupational information through career talks, etc.
- B. Specialised Diploma in Vocational Guidance, a full time course of twelve months with emphasis on psychological testing and counselling.

Teachers who obtain the diploma work as School Counsellors or Teacher Counsellors (full or part time Counsellors respectively) in their schools. They use psychological tests to assist headmasters in selection and classification of pupils and help students in the choice of courses and or career. The Institute keeps in touch with schools and teacher counsellors through its *Newsletter*, seminars, refresher courses, the Annual State Vocational Guidance Conference, etc. The Vocational Guidance sub-bureau, Pune, now conducts a Career Master's course. Major achievements since the inception of the Institute are given in Tables 4.5 and 4.6.

Besides this, a lot of occupational information has been collected. Schools, government and private industries have been assisted on a number of occasions. The State Institute of Vocational Guidance and Selection, Mumbai provides various services: Table 4.5 provides information in this respect:

TABLE 4.5
Major Achievement of the Institute of Vocational Guidance and Selection

S. No	Services / Activities	Number of Beneficiaries
1.	Individuals guided personally	4,28,146
2.	Postal queries replied	1,78,373
3.	Pamphlets and Monographs published	136
4.	Posters and Newsletters brought out	205
5.	Career conferences organised	1035
6.	Individual counselling	8077
7.	Orientation courses conducted	144

8.	Career Masters courses	47
9.	Career Masters trained	1750
10.	Dip in V.G. courses	25
11.	Counsellors trained	285
12.	Psychological tests constructed or standardised	63
13.	Psychological tests administered	7,00,000
14.	Guidance in selection of candidates by Central and State Governments	5,00,000

TABLE 4.6
Guidance Services Provided and Beneficiaries (1950-2000)

Services	Beneficiaries During				
	1950-60	1960-70	1970-80	1980-90	1990-2000
1. Individual Guidance (10,01,660)	66427	78128	179832	313561	363712
2. Guidance through Correspondence (3,17,708)	10132	30296	88925	93169	95079
3. Publicity to jobs advertised (64813)					
4. Psy. Testing and	764	980	4932	11726	84243
5. Career Masters' course (3954)	NA	487	709	1049	1079
6. Dip. in Vocational Guidance (656)	44	121	136	116	279
7. Orientation courses to HMs, officers, etc					
8. Career conferences organised (5880)	54	142	485	1165	4035
9. Guidance through media (320)	24	24	38	97	137
10. Dissemination of Information (5702088)					

Certification Procedure

Examination for all vocational courses at the + 2 stage is conducted by the Maharashtra State Board of Secondary and Higher Secondary Education, Pune. The Board awards certificates to students.

Instructional Material Development

Textbooks are developed by the Directorate of Vocational Education and Training, Maharashtra State., Mumbai in consultation with the State Board of Higher Secondary Education, Pune as well as Maharashtra State Board of Vocational Examination. Instructional materials developed by CIVE were used in developing the curricula for vocational courses. So far instructional materials for a number of courses have been developed as indicated below:

a. Number of courses offered	31
b. Number of courses for which curricula developed	31
c. Number of courses for <i>Developed</i> which Textbooks developed tis and made available (Subject Fields)	<i>Made</i> 19 (subjects) (58 Textbooks) <i>available</i>

Training of Teachers and Teacher Preparation

The Director of Vocational Educational and Training, in collaboration with the well-established Polytechnics, Industrial Training Institutes, Agricultural Universities and Senior Academic Colleges arranges for teachers' training programmes every year. Normally 30 programmes of teachers training have been organised every year since 1988-89. One hundred and ninety-eight programmes in various subject fields have been so far conducted and 3,976 teachers have completed their training till 1998-99. Information indicating coursewise programmes and number of teachers, instructors and participants is given in the attached statement.

Modification of Recruitment Rules

The process of modification of recruitment rules in various Government departments to provide for employment opportunities

to vocational pass-outs in different vocations has already been initiated. Meetings of officials from various Government departments were held. A list of posts in their respective departments in pay scales of Rs. 4000 – 6000 to Rs. 5000 – 8000 for which vocational pass-outs could be considered for appointment is furnished by them. The follow up action in this respect is being taken continuously. For instance, the Health Department has revised recruitment rules for two posts, namely, Assistant and X-ray technician, by giving preference to students with +2 vocational qualification in the respective subject fields. Appointment to the posts of instructor in vocational education in the pay scale of Rs. 5000–8000, the qualifications “Pass HSC with relevant vocational subject and possessing three years experience” has been included in recruitment rules.

Guidance and Counselling

For vocational guidance and counselling of students and parents a post of Counsellor has been created in the office of the District Vocational Education and Training in every district. A separate Vocational Guidance Cell has also been opened in every office of District Vocational Education and Training Officer.

In this connection, it is suggested that assistance for strengthening of State Vocational Guidance Cell be provided. Formation of such a cell should be an integral part of the Vocational Directorate so as to provide continuous flow of information to students regarding job and self-employment opportunities.

Challenges Ahead

1. The twenty first century will be the age of information. It is a challenge to reach the masses.
2. There are 11,067 secondary and 2,943 higher secondary schools (Total =14,010) with 7,99,867 students in the state.
3. Providing quality education to students.
4. Research and development work.
5. Coordination between various Government departments, industries and non-government organisations.
6. Lack of motivation among Counsellors and Career Masters.

Internet networking with sub offices and schools may be of great help in this regard. Each school must have at least one Career Master.

Vocationalisation of Education at the +2 Stage

Implementation of Scheme: The genesis of the scheme is found in 1948 Bhise Committee Report about craft education at primary level, i.e. Standards V to VII. Also many national and international educationists have stressed the need for providing ample opportunities to a child for observation, initiative, experimentation, discovery and to the task of creating so that his/her personality is fully developed. A craft activity socialises a child by giving him/her an insight into productive activities of the community, which are so essential to its well-being and makes him/her feel at one with the life of the community as a whole. It develops in a child a sense of dignity of labour and trains him/her in habit of economy, avoidance of waste, cost accounting in production and encourages his/her creative and co-operative efforts. The Committee stated in its report:

"In the past, our education has been so academic and theoretical and so divorced from practical work that the educated classes have generally speaking failed to make enormous contribution to development of the country's natural resources and to add to national wealth. This must now change and with this object in view, we have recommended that there should be much greater emphasis on crafts and productive work in all schools."

The Secondary Education Commission (1952 -53 Mudaliyar Commission) report recommended craft education programme to be introduced at the secondary level. It also recommended the introduction of vocational streams at higher secondary stage. The Education Commission recommended the introduction of a variety of vocational courses. It stated: "We have recommended a far greater diversification of courses at the higher secondary classes (Standard. XI and XII) level. It is at this level alongside the polytechnics that the greatest effort can be made to vocationalise and specialise our educational system. A greater range of courses in commercial, scientific and industrial trades can be offered. Terminal courses leading to certificates and diplomas in these areas, and in areas of special interests to girls such as domestic science, nutrition, nursing, social work, etc. can be of one, two, three or four years duration and be offered in schools or at special institutes."

At present, most students who complete secondary education try to enter the university. This creates pressures for admission to

universities and colleges and also leads to a severe form of educated unemployment and to lowering down of educational standards. What is needed, therefore, is a programme, which will divert pupils of secondary schools into various vocations so that pressures on universities are reduced. This is why the development of vocational courses at the secondary stage is extremely important.

Unfortunately, this programme has not been developed adequately in Maharashtra. It is true that considerable expansion has taken place in training facilities for certain vocations through the establishment of Polytechnics, Industrial Training Institutes, etc. Their growth has, however, been largely outstripped by tremendous expansion which has taken place in general secondary education. This imbalance now needs to be remedied.

The development of vocational education at the secondary stage in Maharashtra during the period under review is shown in Table 4.7. It is seen that expansion of vocational education is slower than that of general secondary education. Consequently, enrolment in vocational schools, as a percentage of the total enrolment at the secondary stage, has been showing a declining trend.

TABLE 4.7
Percentage of Enrolment in Vocational Schools to that at Secondary Stage

Year	Enrolment at Secondary Stage (VIII-XI/XII)	Enrolment Vocational schools	Percentage of Enrolment in Vocational Schools to that at Secondary Stage
1950-51	2,44,042	27,321	11.19
1955-56	2,97,940	39,248	13.20
1960-61	5,27,962	71,125	13.50
1965-66	9,40,154	85,761	9.10

The objective of our policy should be to expand enrolment in vocational courses at this stage so that the vast majority of students is diverted through terminal courses into various walks of life. The present trend is exactly in the opposite direction. This is a major weakness in the existing situation, which needs to be remedied.

Centrally Sponsored Scheme of Vocationalisation

The National Educational Policy 1986 had recommended increasing the content of vocational subjects at +2 level. Accordingly, the National Council of Educational Research and Training, (NCERT) New Delhi designed curriculum of minimum competency-based vocational subjects. Out of these the Directorate of Vocational Education and Training, Maharashtra selected some 20 subjects like technical, commerce, agriculture, fishery, paramedical, food-craft, etc., prepared detailed syllabi and prescribed them for Standards XI and XII. Parallel to these subjects the syllabus for vocational subjects, a common general Foundation Course of 100 marks was also prepared. After the Government's sanction it was implemented in Standard XI from the academic year 1988-90. As per the proposal of the Directorate of Vocational Education and Training, Mumbai 10 more subjects with minimum competency course were introduced in Standard XI from 1992-93 and in Standard XII in 1993-94.

At present there are 31 subjects with minimum vocational competency including General Foundation Course. The public examination at the end of Standard XII is conducted by the State Board. Students can offer two languages of 100 marks each, General Foundation Course of 100 marks and out of the six groups of subjects, one subject which has three papers of 200 marks each. However, for final result marks in these subjects are converted to 300. The result is declared on the basis of marks obtained in the two languages — 200 marks, General Foundation Course — 100 marks and in one subject selected from six groups — 300 marks.

In order to solve the problem of unemployment it is desirable to increase the number of vocational subjects, Computer Techniques as a subject was introduced in Standard XI from 1999-2000 and in Standard XII in 2000-2001. Under the scheme of subjects, it is proposed to have papers of 100 marks each instead of 200 marks.

Vocationalisation at the +2 Stage

The Education Commission headed by Dr Kothari in 1965-66 recommended the Vocationalisation of Education at +2 stage. Imparting vocational education to students at +2 level in the form of technical education was already being implemented in Maharashtra before the uniform pattern of education came into existence in 1971-72. Vocational education programme was

terminal in nature. The main objective of launching vocational education was to divert substantial percentage of vocational pass outs towards self or wage employment.

Bifocal Vocational Courses at +2 Level

In accordance with the recommendation of the Education Commission, the Government of Maharashtra introduced vocational education of bifocal nature at higher secondary level (Standard XI and XII) from 1978-79. Instead of imparting terminal type of vocational education to students at +2 level, the Government decided to provide opportunities to students to study academic subjects like physics, chemistry and mathematics and also offer one vocational subject as an optional subject. Thus, products of bifocal vocational courses at +2 level could enter into self or wage employment and, if not possible, continue further education. Due to its dual nature, the scheme was known as 'bifocal.' In all 24 subjects in six different groups, viz., engineering, commerce, agriculture, catering and food technology, fishery and paramedical were introduced.

The Government of India launched the programme of vocationalisation in 1987-88 as a centrally sponsored scheme. For Maharashtra, the Government of India sanctioned 3480 sections (69,600 students) under the scheme. Accordingly, non-Government and Government institutions have been permitted to start vocational courses since 1988-89. At present 31 courses are available in six different skill areas, namely, engineering, commerce, agriculture, paramedical, home science and fisheries. The scheme was expanded year to year and present status of the programme is indicated in Table 4.8.

TABLE 4.8
Managementwise Institutions in Operation and their Intake

S.No.	Management	Institutions		Intake
			Sections	
1.	Government	51	152	3040
2.	Non-Government Aided	958	2998	59960
3.	Non-Government Unaided	71	272	5440
	Total	1080	3422	6840

Detailed enrolment of the students is as under:

Year	Enrolment		
	Boys	Girls	Total
1999-2000	31195	4873	36068

According to the Government of India, target of diverting 25% of SSC pass outs is still to be achieved. At present the diversion is around 11%. Although there was demand for bifocal vocational courses, the Government of Maharashtra decided to fall in line with the national policy and stopped the expansion of these courses from 1988-89. Instead minimum competency-based vocational courses were introduced from 1988-89.

Minimum Competency-based Vocational Courses at +2 Level

The National Policy on Education stressed the need for introduction of the competencies-based vocational courses which were useful for providing skills to students in one of the vocational subjects and prepare them to enter wage or self-employment. As per the guidelines issued by the Government of India, Ministry of HRD, it was suggested that by the end of the Eighth Plan 25% of students eligible to pursue education in +2 level education should be diverted to vocational education.

Extent of Vocationalisation, Problems and Issues

Some of the problems experienced in effective implementation of the programme include:

1. Difficulty of providing apprenticeship training to students in all vocational subjects.
2. Lack of awareness of vocational education programme by the Central Government undertakings, resulting in lack of employment opportunities for vocational education pass outs.
3. The Board of Apprenticeship Training is unable to provide apprenticeship training to vocational pass outs every year in the state.
4. Assistance provided for purchase of equipment and construction of work-sheds/classrooms is inadequate.
5. Assurance from the Central Government to continue assistance for the programme in the next five year plans to allow its expansion as envisaged in the policy.

6. Non-availability of opportunities to pursue higher studies for students of vocational courses. It has been envisaged in the policy that vocational passouts should be provided opportunities by the universities to pursue higher studies leading to degrees.

Suggestions

1. To provide automatic coverage under the Apprenticeship Act 1961 (Amended) to all vocational subject fields (identified and introduced).
2. To hand over the scheme of Technician (vocational) Apprentices to the State Government for its effective implementation.
3. To enhance assistance for purchase of equipment and construction of work-sheds / classrooms.
4. To provide assistance for strengthening the State Vocational Guidance Cell. It should form an integral part of Vocational Directorate so as to provide continuous flow of information to students regarding jobs and self-employment opportunities.
5. Various resource groups to be brought together by way of seminars, experience sharing, brainstorming, reviews, discussions, etc. and industries-institutions interaction on regular basis be encouraged.
6. Arranging for wide publicity on national network (TV and Radio).
7. While recruiting employees, employing authorities like Railways, large industries, etc. should encourage on the job training of students after completion of which they should be absorbed in establishments.
8. Affiliation mechanism for vocational courses by the Examination Board at the national level to be adopted.
9. The institutions offering vocational education courses may generate resource by establishing semi-commercial ventures through production-cum-training centre (PTC) and job-oriented activities.
10. It is essential to establish a separate State Institute of Vocational Education (SIVE) for research and training.
11. Change in curriculum to be made after every five years to incorporate changes in the jobs and technology. Accordingly

teaching materials to be developed and circulated to all schools. Teachers training should be organised to make them familiar with the changes in the curricula.

12. This scheme should be non-vocational.
13. Compulsory skill training should become an integral part of the curricula.
14. The +2 vocational programme has been expanded speedily with a large coverage of institutions, students and teachers. This has helped to create a wide network of vocational institutes. However, vocational education activities should be effective to develop expected 'vocational culture'. Programmes such as exhibitions, selling of goods (job work), extending student services to private sector, etc. should be arranged to achieve this.
15. Teacher is an important factor in the implementation of the vocational education programme. Therefore, teachers should be qualified and familiar with actual working conditions. They should be well-acquainted with new techniques and have knowledge and day-to-day practices followed by industries.
16. The time-table provides ample free time to students, so there should be proper plans to utilise it gainfully to enhance the vocational expertise of students.
17. There should be proper dialogue with different organisations in the vicinity and message of usefulness of vocational courses should properly reach them.
18. In order to bring the above suggestions into practice, it is essential to link the institutions, its staff and students with the industries and organisations in the vicinity for making the vocational education productive and socially useful.
19. Memorandum of understanding is one of the formal and systematic arrangements for establishing linkage with industry and to maintain its continuity.
20. Workshop facilities should be made available to students/ staff for 24 hours.

Development of Linkages

Looking to the importance of collaborative model of vocational education, institutions offering vocational education were requested through the Director of Vocational Education and Training to

establish linkages with local industries and organisations. Accordingly, many institutions have responded to this idea and established linkages with industries and organisations in the vicinity. So far 380 institutions and 2542 organisations are involved in the linkages. These collaborative arrangements for on-the-job-training fall under 'one to many interaction' type model. Through this practical training (on-the-job training) guest faculty, field visits, etc. are arranged.

Apprenticeship Training

Apprentices Act 1961 (amended) is implemented for providing on-the-job-training to the vocational pass-outs. Large and medium industrial organisations having substantial number of apprentices have developed rapport with the Directorate.

The Board of Apprenticeship Training (BOAT) Western Region, Mumbai implements the scheme of apprenticeship under the Act. Field officers from the BOAT and the Training Office of the district locate seats for technician (vocational) apprentices. The pass-outs are placed for practical training of one-year duration on notified seats. The agreement is executed for training between the candidate and the employers registered by the BOAT. The stipend is paid to the apprentices by the employer as well as by the BOAT. The rate of the stipend from 1999 is Rs 900 per month. 50 % share of the stipend is borne by the BOAT and 50% is borne by the concerned establishments. Placements under this scheme are made as per the vacancies and requirements of the industrial units.

Student's Placement, Loans, etc.

1. In the office of the District Vocational Education and Training Officer of every district in the state Counselling Cell has been established for giving proper guidance to the passouts.
2. The process of modification of recruitment rules for posts in various Government Departments with a view to providing employment opportunities to vocational passouts in different vocations has already been initiated.
3. Detailed guidelines of various schemes in respect of financial assistance to vocational passouts for providing self-employment (scheme like SEEJY) have been circulated amongst all District Vocational Education and Training Officers so as to enable them to provide necessary guidance to students who

are seeking financial assistance from nationalised banks for self-employment.

4. The Government of Maharashtra has also issued a resolution dated 10 August 1992, suggesting priority to vocational passouts to be provided loans, through Regional Development Corporation Banks. Such a loan is sanctioned to the limit of 10 to 22.50% by the Bank as admissible on approved project, under Financial Assistance to Unemployed Education Youth scheme.

For promoting vocational education in the state, the State Council for Vocational Education was constituted in October 1995, as per the national guidelines provided by the JCVE. The Council is headed by a non-official person who has been appointed by the Government as a full time chairman. He is paid a monthly honorarium of Rs 5,000, 10% HRA. Non-official members from various fields have also been appointed to advise the State Government on the functioning of the vocational education programme.

Management Structure for SCVE

The composition of the State Council for Vocational Education is:

1. Council Secretary (Tech.)	1
2. Personnel Assistant (Office Superintendent level)	1
3. P.A.-cum-Stenographer (Lower grade)	1
4. Senior Clerk (Accounts)	1
5. Junior Clerk-cum-Typist	1
6. Driver	1
7. Peon	2

Categorisation of Vocational Institutions

In order to improve standards of education and training of institutions providing vocational courses, a panel-inspection programme is being implemented during 1998-99. Based on inspection reports, the concerned institutions have been categorised as under:

Categories	A	B	C	D	E
Number of Institutions	17	152	237	374	49

The deficiencies pointed out in inspection reports have been brought to the notice of the institutions. Institutions falling under categories 'D' and 'E' have been given opportunities to improve their standards within a certain time limit.

Management Structure for Vocational Education

The Government of Maharashtra has created management structure for effective implementation of the vocational education scheme as per the guidelines received from the Government of India. It consists of a number of posts as is indicated in the table below:

TABLE 4.9
Management Structure of Vocational Education

State Position	No. of Posts	District Position	No. of Posts	Institution's Position	No. of Posts
Director	1	Dist. Voc. Edn. and Trg. Officer (DVETO)	1	Principal (Academic Side)	1
Jr. Director	1	Dy. DVETO (Tech.)	1	Vice Principal (Voc.) proposed	1
Dy. Director	3			(For those Instts. where Minimum)	
Asstt. Director (Tech.)	2	Dy. DVETO (Admn.)	1	3 Vocational subjects and Min.	
Asstt. Director (Admn.)	1	Research Asstt.	1	120 students are sanctioned	
Office Supdt.	2	Office Supdt. 1	1	Full Time Teacher 1 per Voc. Course	
Asstt/ Accountant	5	Statistical Asstt./Accountant	2		
Stenographer (Lower Grade)	3	Counsellor	1	Full Time Instructor	
Jr. Clerk (Lower Grade)	3	Stenographer Typist	1	Jr. Clerk	1(per Instt.)
Peon	1	Jr. Clerk Typist	2	Class-IV	1(per Instt.)
		Driver	1	Class-IV	
		Peon	1		

Table 4.10
Details of Institutions and their Intake (1999-2000)

S. No.	Management	Institutions	Sections	Intake
1.	Government	37	132	3300
2.	Non-Government Aided	134	239	5975
3.	Non-Government Un-Aided	107	207	5175
	Total	278	578	14450

In 1999-2000, the total enrolment was 14,619, comprising 10,843 boys and 3776 girls.

Curriculum and Syllabi

The Maharashtra State Board of Secondary and Higher Secondary Education designs all courses in consultation with the Directorate of Vocational Education and Training. Final examination at the end of Standard XII under the scheme is conducted by the Maharashtra State Board of Secondary and Higher Secondary Education.

The following 31 subjects in six groups are available to be offered under MCVC scheme:

A. Engineering and Technology Group

1. Electronics Technology
2. Maintenance and Repairs of Electrical and Domestic Appliances
3. Building Maintenance
4. Auto Engineering Technician
5. Mechanical Technology
6. Repairing Maintenance and Rewinding of Electrical Motors
7. Computer Techniques

B. Agriculture Group

1. Horticulture
2. Crop Science
3. Seed Production Technology

4. Poultry Production
5. Dairy Technology
6. Plant Protection*
7. Agriculture Chemicals*
8. Sericulture*

C. Business and Commerce Group

1. Accounting and Auditing
2. Marketing and Salesmanship
3. Purchasing and Storekeeping
4. Insurance
5. Banking
6. Office Management

D. Fisheries Group

1. Inland Fisheries
2. Fish Processing Technology

E. Paramedical Group

1. Medical Laboratory Technician
2. X-ray Technician
3. Ophthalmic Technician
4. Crèche and Pre-school Management

F. Catering and Food Technology

1. Cookery
2. Institutional Housekeeping
3. Bakery and Confectionery
4. Tourism and Travel Techniques

Grant-in-Aid

The Government of Maharashtra provides salary grants to teachers and staff, office expenditure and expenditure on raw materials for training to institutions running bifocal vocational courses.

*Deleted for Standard XI from June 1999 and for Standard XII from June 2000.

Scheme of Teaching

Students in Standards XI and XII have to offer two languages as compulsory subjects. Curricula and syllabi with weightages to different components are indicated below:

	<i>Subjects</i>	<i>Marks</i>
1.	English	100
2.	A Modern Indian language/ A Modern Foreign language or A Classical language (any one)	100
3.	General Foundation Course	100

Vocational Subjects

There are three papers each carrying 200 marks. They are selected from any of the six groups of vocational subjects, namely, engineering and technology, agriculture, business and commerce, fisheries, paramedical and catering and food technology group.

Paper I 200 Marks

Paper II 200 Marks (Marks shall be converted to 300)

Paper III 200 Marks

Since very few students offer subjects like plant protection, agriculture chemicals and sericulture in the agricultural group they have been deleted for Standard XI from June 1999 and for Standard XII from June 2000.

In the year 1978, the syllabi for 24 bifocal vocational courses had been prepared. They were introduced in 1980. There were 24 subjects in six groups under this scheme. For students of Arts, Commerce and Science study of two languages was compulsory. They could offer four optional subjects. The examination of 600 marks is conducted. If the students of Arts, Commerce and Science want to offer vocational subjects, they are supposed to offer English (compulsory subject) out of the two languages and get concession in one language. Optional subject is of 200 marks (two papers of 100 marks each).

Only the science students can offer subjects in technical and agricultural group. Arts, Commerce and Science students can offer the subjects in commercial, catering and food technology, fishery, and Paramedical groups. The list of subjects is as follows:

Vocational Subjects**Technical Group**

1. Electrical Maintenance
2. Mechanical Maintenance
3. Scooter/Motor Cycle Servicing
4. General Civil Engineering
5. Electronics
6. Chemical Plant Operation
7. Computer Science

Commercial Group

1. Banking
2. Insurance
3. Office Management
4. Marketing and Salesmanship
5. Small Industries and Self-employment.

Some of the most important reforms which were introduced in the examination system during the last 10 years include:

1. To attain transparency and objectivity in assessment of science subjects at Standard XII level, black papers are pasted on answer sheets to hide the seat number of the candidate.
2. Recently the Board has taken up the task of publishing question papers with model answers and marking scheme in various subjects of Standard X to Standard XII in order to improve transparency and prepare students in the right direction.
3. In the light of the public demand for reducing the delay in the declaration of results schedules were given for Standard XII and Standard X examinations.

The following are the five major problems or difficulties faced in improving teacher competencies:

1. A large number of teachers require face to face approach which is difficult to arrange.
2. Lack of availability of sufficient time during the service period.
3. Lack of consistent supervising agency to ensure progress along with feedback and its follow up.

4. No separate machinery of experts devoted for the said work.
5. General apathy on the part of teachers who accept a challenge, experiment and do follow up is not large.

In-service Training of Teachers at Secondary Stage

In-service Yeshwantrao Chavan Open University conducted training programme in 1999. The cost of training programme was borne by the Board; 2145 teachers have been trained.

Necessary Measures to improve the quality of school education in the immediate future

1. Reducing the size of a class.
2. Orienting teachers in new methods and techniques of teaching.
3. Introducing effective techniques of evaluation.
4. Follow up study of the passouts of vocational courses may be useful.

It would be enlightening and worthwhile to undertake a follow up study of passouts of vocational courses.

School Infrastructure and Facilities

In Western Maharashtra, the District Building Committees used to be constituted for improving conditions of school buildings. Grants used to be placed at the disposal of District School Boards for utilising them according to a plan. Type plans were devised for rural school buildings. The Government paid 60 per cent of the cost and 40 per cent was to be raised by the community under community projects. In Vidarbha, grants for school buildings were given to local authorities at 50 per cent of the cost. The scheme of school buildings has now been entrusted to Zilla Parishads. The paragraphs that follow indicate briefly the status of school buildings and the infrastructure of schools.

School Buildings

There are 63,240 primary schools in the state. Zilla Parishads manage 52,022 primary schools. The condition of school buildings is not satisfactory. For lack of proper buildings many schools are run in temples, Chavadis and in rented buildings. Local bodies are entirely responsible for providing adequate and well-built school buildings and healthy atmosphere for joyful learning. The Government gives grants to Zilla Parishads to build classrooms as per the type approved by the Government viz., size of the school room being 16' × 20' with 8' × 20' verandah. The construction cost of a classroom is Rs 1,20,000 and Rs 1,30,000 in non-TSP and Tribal-Sub-Plan (TSP) area, respectively.

Private bodies in the state mainly manage a large number of secondary schools. The Government gives building grant to them. Many schools in urban areas have to adopt a shift system on account of acute shortage of accommodation.

The number of schools requiring additional classrooms is 27,000 and the number of additional classrooms required is 81,000. Tables

TABLE 5.1
Schools According to Type of Buildings in Maharashtra

Survey	Primary Schools							Middle Schools						
	Open Space	Tents	Thatched Huts	Kuchcha Buildings	Partly Pucca Buildings	Pucca Buildings	Total	Open Space	Tents	Thatched Huts	Kuchcha Buildings	Partly Pucca Buildings	Pucca Buildings	Total
First														
Second														
Third														
Fourth 1978	Mah. 544	5	2159	5765	3812	21509	33794	13	-	62	1152	1863	13218	16348
	India 40730	556	47719	101352	61418	222861	474736	1810	66	2277	11831	17999	78471	112404
Fifth 1986	Mah. 487	2215	1746	3545	4628	25473	38094	67	205	112	1241	2568	12726	16919
	India 39771	2572	25223	73615	86066	297483	528730	2951	315	2460	11310	25561	96419	139016
Sixth 1996	Mah. 379	1255	648	2357	7313	27593	35549	0	1	0	56	330	1985	2372
	India 242	91	879	4595	14775	44962	65564	52	16	98	465	3162	19869	23662

Table 5.2
Percentage Increase in Number of Schools in 1986 over 1978
(Fifth All India Survey—1986)

	Primary Schools			Upper Primary Schools			Secondary Schools			Higher Secondary Schools		
	1978	1986	% increase	1978	1986	% increase	1978	1986	% increase	1978	1986	% increase
Maharashtra	33794	38094	12.72	16348	16919	3.49	5202	7187	38.16	716	1382	93.02
India	474636	529392	11.54	112404	138687	23.38	36675	52208	42.35	10429	15498	48.60

5.1 and 5.2 indicate the position of school buildings. Table 5.3 indicates the position of other facilities in schools.

TABLE 5.3
Number of Schools and Physical Facilities
(Year 2001)

Area	Number of Schools	Facilities Available		
		Water	Toilets	Toilets for Girls
Rural Primary	34772	16741	5947	3271
Rural Upper Pri.	16093	10361	7176	4346
Urban Pri.	5217	4625	3834	2806
Urban Upper Pri.	4123	3714	3300	2473

Operation Blackboard

The Operation Blackboard (OB) is a centrally sponsored scheme for providing minimum educational facilities to primary schools. Salient features of the scheme include:

1. Minimum two big classrooms in each school.
2. Provision of educational equipment like blackboards, charts and maps, kit boxes, toys, books for students and teachers, libraries and other relevant equipment.
3. Minimum two teachers in each school.

Coverage

1. The scheme is applicable to urban and rural primary schools and extended to upper primary schools from 1994-95.
2. Schools managed by the Government, local bodies and aided private primary schools are covered under this scheme.

The Operation Blackboard scheme was introduced in Maharashtra in four phases. It has further been extended. The first phase started in 1987-88, 1989-90 and 1990-91. It covered 52 blocks and 50 municipal areas. The second and the third phases of the scheme were implemented in 1991-92 in all the remaining blocks (298) in the state. The scheme had its fourth phase in 1994-95. It was extended to upper primary schools and was being

Table 5.4
Construction of Primary School Building up to March 1999 under
Operation Blackboard Scheme in Maharashtra

District	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms	Provision (Rs. Lakh)	Target Class- rooms
Nashik	10.00	59	62.26	241	18.60	62	40.00	96	45.27	149	67.72	174	60.00	154	56.80	145
Thane	14.00	80	80.87	324	27.92	92	109.19	370	114.40	399	20.20	55	196.56	516	107.92	277
Dhule	3.50	20	76.32	298	11.60	39	10.00	35	10.00	35	63.00	173	77.00	197	86.84	219
Jalgaon			35.78	174	9.60	33	11.50	40	15.00	51	101.00	269	60.23	166	27.60	75
Pune	17.00	102	46.00	194	11.25	38	27.00	93	79.41	273	63.41	172	101.00	278	22.60	60
A'nagar	13.67	82	154.89	572	10.90	37	18.00	62	29.00	96	25.00	68	91.58	252	19.20	52
Solapur	17.00	104	59.28	271	16.22	57	34.70	121	52.25	182	220.00	611	19.00	50	55.80	155
Raigad	3.95	22	68.64	312							21.00	58	175.00	486	2.16	6
Kolhapur	14.00	85	57.15	285	26.40	92	52.25	182	54.00	188	50.00	139	28.80	80	11.52	32
Ratnagiri	2.00	12	50.06	183					15.73	55	44.34	123	30.00	83	9.72	27
Sindhudurg	4.00	24	51.40	220	3.70	13	5.60	20	5.60	19	20.58	57	18.00	50	3.60	10
Satara	2.00	12	69.67	273	7.92	28	38.00	133	50.00	174	50.00	139	40.00	111	15.84	44

Sangli	13.00	79	97.76	401	13.20	46	50.00	174	98.00	342	100.00	277	100.00	278	25.56	71
A'bad	13.39	83	25.00	130	10.81	38	16.38	57	15.00	52	20.00	56	36.00	100	27.72	77
Jalna	15.00	92	27.47	135	3.02	10	11.25	39	20.00	70	28.00	78	40.00	111	25.92	72
Parbhani	3.54	23	49.30	261	26.40	92	25.00	87	25.10	87	54.05	150	96.30	268	53.64	149
Beed	15.00	92	17.01	85	6.60	23	9.60	33	7.35	26	35.00	97	81.70	227	16.20	45
Nanded	4.50	27	150.05	536	15.87	53	15.22	49	20.04	65	40.64	106	97.48	265	67.24	175
O'bad	6.00	37	39.57	172	8.65	30	13.12	46	14.00	49	20.00	55	33.00	92	17.28	48
Latur	2.00	12	33.44	168	23.70	83	30.01	05	22.00	76	10.00	28	30.00	83	22.32	62
Amaravati	34.80	206	67.35	372	43.68	150	61.87	210	109.53	366	22.26	60	29.21	81	9.20	25
Buldhana	2.10	13	13.85	74	15.37	54	8.00	228	37.00	129	5.00	14	50.00	139	7.92	22
Akola	5.00	30	124.60	317	23.56	82	39.27	137	75.79	264	40.16	111	73.00	203	0.72	02
Yewotmal	22.00	127	53.50	523	14.42	49	41.33	140	29.98	103	68.40	179	37.04	100	13.20	33
Nagpur	3.26	20	51.16	214	13.07	45	19.50	67	37.50	129	41.27	112	76.00	201	21.32	56
Wardha	4.90	30	27.65	135	9.90	35	15.00	52	30.50	105	25.50	71	26.00	70	8.64	22
Bhandara	3.75	22	23.28	115	7.28	24	20.00	67	25.00	84	43.00	117	97.20	257	64.24	173
Chandrapur	2.98	17	59.70	238	16.83	56	43.64	142	32.20	125	93.20	244	153.31	402	74.56	190
Gadchiroli			16.70	57	4.20	13	32.00	102	1.03	3	107.83	294	96.34	241	122.24	307
Total	252.34	1511	1689.55	7210	400.67	1374	794.44	2722	1076.68	3696	1553.56	4087	2049.75	5541	997.52	2631

Table 5.5
Schools having Adequate Number of Blackboards and Continuous Supply of Chalks
(Fourth All India Survey—1980)

Facility		School Stage											
		Primary			Middle			Secondary			Higher Secondary		
		Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1. Blackboard	Maharashtra	23108	3978	27086	11564	2427	13991	3115	1908	5023	239	438	677
	India	252507	33588	286095	73886	16472	90358	23687	9192	32879	4148	5167	9315
	Maharashtra	29251	4108	33359	13768	2523	16291	3233	1930	5163	247	446	693
2. Chalks	India	387676	39818	427494	88272	17252	105524	25545	9657	35202	4489	5646	10135
	Maharashtra	10629	2608	13237	9468	2080	11548	2986	1706	4692	266	422	688
3. Schools having Games and Sports Material	India	58820	14379	73199	59466	13491	72957	24541	9202	33743	4415	5599	10014
	Maharashtra	29544	3452	32996	13791	2454	16245	3158	1910	5068	267	441	708
4. Schools having Contingency Fund	India	319253	30704	349957	76222	14107	90329	25101	9402	34503	4423	5401	9824
	Maharashtra	12646	3260	15906	8564	2281	10845	2854	1747	4601	264	408	672
5. Schools having Drinking Water Facility within the Premises	India	163112	29124	192236	59424	14935	74359	23179	9166	32345	4374	5597	9971

implemented during 1994-95 and 1995-96. Now 36,810 primary and 10,969 upper primary schools are covered under this scheme. Target classrooms and provision made for construction of primary school buildings up to March 1999 under OB scheme is given in Table 5.4.

Conversion of Single Teacher Schools into Two - Teacher Schools

During the post Independence period the number of single - teacher schools in India continued to grow. While the number of primary schools increased by 50 per cent during the period 1950-51 to 1960-61, the number of single teacher schools doubled. Thus in 1960-61 the proportion of single teacher schools to total number of primary schools was 43 per cent as against 33 per cent in 1950-51. In 1964-65, it was still 37.5 per cent. This is illustrated in Table 5.6.

Table 5.6
Proportion of Single - Teacher Schools to Total Number of
Primary Schools (in thousand)

School	Year				
	1950-51	1955-56	1956-57	1960-61	1965-66
Single - Teacher Schools	69	111	116	144	171
Total Primary Schools	210	278	287	330	456
Per cent of Single Teacher Schools to the Total Primary Schools	33	40	40	43	37.5

(See the Table 5.7 on next page)

During the first phase 3,292 teachers were appointed in order to convert single-teacher schools into two-teacher schools. The number of posts sanctioned during the first phase was 3,294. The number of posts sanctioned during the second phase was 2,748 and that in the third phase was 9,483. All those posts have been filled in. All single teacher schools have been given the second teacher by creating 15,602 posts during first three phases.

As per the Government of India's policy a third teacher is appointed where the enrolment exceeds 100. Thus, the Government of India has sanctioned 4,200 posts for recruitment of the third teacher in rural local body schools.

TABLE 5.7
Primary Schools According to Teachers in Position
(Fifth All India Survey—1986)

	Zero- teacher Schools		One- teacher Schools		Two- teacher Schools		Three- teacher Schools		Four- teacher Schools		Five- teacher Schools		Total Schools
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Maharashtra	193	0.51	16660	43.73	9157	24.04	2705	7.10	2563	6.73	6816	17.89	38094
India	2628	0.50	148033	27.96	171389	32.38	80365	15.18	47188	8.91	79789	15.07	529392
Andhra Pradesh	615	1.37	13217	29.37	19047	42.32	4463	9.32	2399	5.33	5267	11.70	45008
Bihar	757	1.47	13307	25.89	23407	45.56	8254	16.07	3498	6.81	2158	4.20	51377

Additional Teacher in Upper Primary Schools

During 1996-97, 7,064 teachers were appointed under this scheme.

Teaching-learning Equipment (TLE)

The Government of India has released Rs 2,476 lakh for purchase of equipment in three phases for lower primary schools at the rate of Rs 7,215 per school. One hundred per cent of the grant was utilised in the first three phases. During the fourth phase, the Government of India has sanctioned equipment grant at the rate of Rs 10,000 to remaining 1,241 primary schools; Rs 50,000 to tribal primary schools; Rs 40,000 to non-tribal primary schools under extended OB scheme during 1994-95, 1995-96, and 1996-97. The details of grants received during 1994-95, 1995-96, and 1996-97 are given Table 5.8.

TABLE 5.8
Type of School and the Grants
Received under OB Scheme

S. No.	Type of School	Number of Schools	Grants Received (Rs in Lakh)
1	Primary	1241	113.23
2	Upper primary	1656	761.04
3		2249*	877.11
4	Primary	7064	2754.96
5	Upper primary	5895	2299.05

The Government of Maharashtra has appointed a state level committee for procurement of TLE under which books for supplementary reading material and kit boxes are provided through Directorate of Education. All other teaching-learning material is procured at district-level.

Schools to be Covered

A large number of rural upper primary schools run by Zilla Parishads remain to be covered for supply of TLE. The Government of India (GOI) had provided Rs 2,299.05 lakh for supply of teaching-learning material to remaining 5,895 upper primary

* Government clearance is awaited.

Table 5.9
Number of Schools in Maharashtra (Fifth All India Survey—1986)

Survey		Primary	Upper Pri.	Sec.	Hr. Sec.	P&UP	UP&S	P<UP&S	S&HS	UP<S&HS	P<UP<S&HS	Total
Third	Maharashtra	31093	16696	5666	140							
	India											
Fifth	Maharashtra	38094	16	1502	66	16903	5271	414	46	1249	21	63582
	India	529392	44473	15373	754	94214	30380	6455	3240	10171	1333	735785
Sixth	Maharashtra	59336	28401									
	India	646888	199037									
1991	Maharashtra	39369	18799	8653	1960	NA	NA	NA	NA	NA	NA	68781
2000	Maharashtra	41867	23719	11447	3060	NA	NA	NA	NA	NA	NA	80093

P = Primary

UP = Upper Primary

S = Secondary

HS = Higher Secondary

Table 5.10
Teachers in Primary, Upper Primary, Secondary and Higher Secondary Schools and Percentage of SC, ST Women Teachers (Fifth All India Survey—1986)

Table 5.11
SC Enrolment (Total and Girls) at Various School Stages (Fifth All India Survey—1986)

% of SC in Total Population 1981	Classes I-V			Classes VI-VIII			Classes IX-X			Classes XI-XII			
	Total SC	% of SC in Total Enrolment	Girls SC	Total SC	% of SC in Total Enrolment	Girls SC	Total SC	% of SC in Total Enrolment	Girls SC	Total SC	% of SC in Total Enrolment	Girls SC	
Maharashtra	7.14	1310322	13.86	574880	435002	13.36	157806	188647	13.17	58066	39931	6.57	9730
India	15.75	15039683	17.35	5873787	4064405	14.94	1276434	1539301	13.41	413543	394023	11.45	92943
Punjab	26.87	618831	32.43	265634	166103	22.82	61916	56631	18.25	19303	4265	12.98	960
Gujarat	7.15	461923	9.34	199153	143860	9.61	53000	62537	10.05	20358	20216	9.14	6375

Table 5.12
ST Enrolment (Total and Girls) at Various School Stages (Fifth All India Survey—1986)

% of SC in Total Population 1981	Classes I-V			Classes VI-VIII			Classes IX-X			Classes XI-XII		
	Total ST	% of SC in Total Enrolment	Girls ST	Total ST	% of ST in Total Enrolment	Girls SC	Total ST	% of ST in Total Enrolment	Girls ST	Total ST	% of ST in Total Enrolment	Girls ST
Maharashtra	9.19	863280	9.13	355015	5.78	59807	70535	4.92	19239	11843	1.95	2558
India	7.76	6995848	8.07	2698843	5.07	415960	492708	4.29	135090	92533	2.69	26919
Assam	10.99	667712	25.41	305394	13.18	41988	38105	11.10	15108	8280	7.25	2450
Mizoram	93.55	104044	100.00	49570	100.00	14019	12029	100.00	5656	0	0	0

schools by 30 September 1999. The Government of Maharashtra had requested GOI to extend the time limit up to 31 March 2000.

Construction of Classrooms under OB Scheme

As per the conditions laid down in the scheme, the Government of Maharashtra is committed to provide at least two/ three classrooms of a large size of 16' × 20', wherever the second or the third teacher has been sanctioned under the scheme.

The Government of Maharashtra receives provisions under Jawahar Rojgar Yojana (JRY) scheme on 40 : 60 basis, i.e. 40 per cent amount is to be made available by the state from its own budget and 60 per cent matching grants to be contributed by JRY provided at the village and district levels. The Government of Maharashtra provides its 40 per cent share by way of budgetary provisions, such as MLA/MP fund. Hilly Area Development Programme, Forest Cess and local contribution are clubbed together. Out of 28,772, 20,600 classrooms have been constructed.

It is rather difficult to procure 60 per cent share under the present norms of JRY for a particular village, because of its limited population and percentage of SC, ST, etc. It is targeted that 28,772 classrooms are to be constructed under the OB scheme in order to provide all schools with two classrooms. 20,600 classrooms have already been completed in March 1999. The districts have prepared their district-specific master plans for the construction of classrooms with a view to providing classrooms to every school on priority basis.

Developments in the School Curricula

Primary Education Curriculum in the Light of National Policy of Education

The state of Maharashtra was created on 1 May 1960. Before this the first reorganisation took place in 1956, when Vidarbha and Marathwada regions were merged in the Bombay State. During that period the curricula for all the three regions were different but were devised and developed by the respective Directors of Education of the erstwhile states. As such there were different subjects being taught in these regions at different levels. English as a subject was introduced at Standard VIII whereas in Vidarbha and Marathwada regions it was taught from Standard V. Mathematics was taught from Standard I onwards. Science as a subject was introduced only from Standard V onwards.

The White Paper on Education was prepared and published in the year 1968. The SIE (SCERT) and the State Board of Secondary Education (SBSE), developed the curricula for elementary and secondary education, respectively. The statewide uniform pattern of 10+2+3 was adopted progressively. The three-language formula was adopted and is being implemented as per the recommendations of the National Commission on Education. Mathematics and science were then compulsory subjects. Work experience was also included as one of the subjects.

The National Policy on Education (NPE) 1986 and the Programme of Action adopted by the state provided an impetus to the effort to achieve universalisation of primary education and improve quality and relevance of education. The state accepted the challenge of successful execution of the new competency-based curriculum. Accordingly a restructured curriculum was developed in 1995. The competency-based curriculum is meant for Standards I to V; it is basically for three subjects, viz. language, mathematics and general science/environmental studies. The implementation of the curriculum has progressively been started for Standards I

and II from 1998-99 and for Standard V from 1999-2000. The curriculum has been published in four languages namely, Marathi, English, Hindi and Urdu. The circulation of the curriculum throughout the state is over. Especially during the Statewide Massive and Rigorous Training for Primary Teachers (SMARTPT) programme the speedy distribution of the curriculum could become possible. For non-resident Indian students (English medium) curriculum was produced in 18 different languages especially in the second and the third languages. The curriculum was based on the 1988 curriculum, which came into force from June 1989. In 1999-2000 and 2000-2001 the syllabus of English subject for Standard I was prepared, printed and distributed at the time of the SMARTPT programme to trainees (in May and June). This syllabus will be provided to Zilla Parishad primary schools.

In 2000-2001 the syllabus of work experience subject was modified and prepared, and the Government will give it to the schools for implementation (non-English medium) after its approval. In 2000-2001 it is proposed to prepare syllabus for Standards II, III and IV (English subject) and to circulate it. In 2000-2001 teachers for history and civics subjects were proposed to be trained.

Maharashtra State Board of Secondary and Higher Secondary Education

In Maharashtra the curriculum development and the development of syllabi, teaching-learning materials and deciding upon evaluation procedures at the secondary and higher secondary levels are entrusted to the Maharashtra State Board of Secondary and Higher Secondary Education, Pune. The Board assumes the entire responsibility of producing support to secondary and higher secondary education. The Board gives advice to the State Government on matters of policy relating to secondary and higher secondary education in general and on the following matters in particular:

1. Ensuring a uniform pattern of secondary and higher secondary education.
2. Maintenance of uniform standard of education in secondary schools and junior colleges.
3. Coordination between national policies and state policies.

4. Coordination between secondary and higher secondary education, university education and primary education.
5. To lay down guiding principles for determining curricula/ syllabi and also to prepare detailed syllabi for all standards of secondary and higher secondary education.
6. To prescribe standards in respect of staffs, buildings, furnitures, equipments, stationeries and other aspects required for secondary schools and junior colleges.
7. To prescribe any books as textbooks or to prepare or cause to be prepared any books and prescribe them as textbooks for all standards including the final standard of secondary and higher secondary education.
8. To lay down general rules and conditions governing admission of regular and private candidates to appear for the final examination, and to specify the conditions regarding attendance and character, on the fulfilment of which a candidate shall have the right to be admitted to and appear at any such examination.
9. To award certificates to candidates passing the final examination.
10. To institute and award scholarships, stipends, medals, prizes and other rewards, and to prescribe criteria therefor.
11. To call for special reports and information from the Director of Education and other officers of the Education Department and any kind of information from any secondary school or junior college to ensure maintenance of academic standards.
12. To appoint officers and servants of the State Board (other than the Chairman, Secretary, Joint Secretary or Assistant Secretary) in its office and in the offices of the Divisional Boards and regulate terms and conditions of their services.
13. To inspect and supervise general working of the Divisional Boards and to inspect periodically the accounts thereof.

After receiving essential guidelines from the State Government the process of framing curricula start. The State Board has 36 different Boards of studies to develop curricula, teaching materials, etc. and recommend them to the Board. The Boards develop a plan for evaluation pattern for each subject. A typical

procedure for producing textbooks and teaching-learning material is as follows.

In recent past the Government of Maharashtra has brought about various changes in the curricular set-up and the syllabi of various school subjects. The Government Resolutions have been passed in this regard. The following subjects have been introduced at secondary and higher secondary education stages: Value Education, Environmental Studies, Information Technology, General Knowledge, Maharashtra Cadet Corps for Standard IX.

Value Education: Patriotism, National Integration, Secularism, Gender Equality, Dignity of Labour, Scientific Attitude, Courtesy, Sensitiveness, Punctuality and Neatness are the ten values included in school curriculum. It is simultaneously implemented since 1997-98 for Standards I-X. The Board has developed a teacher's handbook for value education in Marathi, Hindi and English languages. Grades awarded are indicated in the SSC certificate.

Environmental Studies: The subject is introduced in 1999-2000 with a view to familiarising the students of Standards V-IX with the growing environmental degradation, ecological imbalances and the global concerns on environmental issues. Teacher's handbook on environment was prepared and a special issue of *Shikshan Sankraman* on the subject was also brought out. A statewide training programme was organised for Resource Persons (RPs) in September 1999 for effective implementation of the scheme. Teachers from all secondary schools (13,252) were trained at 146 centres in December 1999 and January 2000.

General Knowledge: The subject has been introduced in Standards IX and X. A handbook for teachers has also been prepared in Marathi. Students receive grades in the examination.

The Government of Maharashtra revised the structure of school education with effect from June 1994. The State Board restructured the syllabi in various subjects keeping in view the recommendations of the National Policy on Education (NPE) 1986. About 60-70% syllabi were framed as per the guidelines issued by NCERT. About 30-40% syllabi reflected local needs and past experience. The draft syllabi thus prepared were sent to the secondary schools and educationists for their comments. On the basis of responses necessary modifications were made and the final draft was prepared. Government's approval was sought and the syllabi were introduced in a phased manner, i.e. for Standards

IX and XI in 1995-96 and for Standards X and XII in 1996-97. Based on the restructured and revised syllabi the language textbooks for Standards IX and XII were prepared by the State Board. These books are in use since 1994-95.

Procedure for the Production of Language Textbooks for Standards IX to XII

1. Under the supervision and guidance of the Board of Studies in the respective subjects, textbooks of Marathi, Hindi, English, Sanskrit, Gujarati, Pali, Urdu, etc. are prepared.
2. The Editorial Board is appointed after considering the names of subject experts. One of the local members is appointed as a coordinator.
3. The coordinator works as a liaison officer between the Editorial Board/Board of Studies and the State Board.
4. Members of the Editorial Board collect relevant material for the preparation of the textbooks. After discussion with the Board of Studies and the Editorial Board the final shape is given to the text material. Both Boards consider the problems relating to the number of lessons to be included, number of pages, question paper format, marking scheme, etc. before finalising it.
5. Both Boards meet in the Board's office to prepare the final manuscript. The final shape is given only after reading the manuscript of the text in a joint meeting of the Board of Studies, the Editorial Board and the coordinators.
6. Three photocopies of the manuscript are prepared after getting the approval of the Board of Studies.
7. The Board of studies suggests the names of subject experts from different levels as reviewers of the text. These reviewers are supplied with photocopied manuscript along with an observation sheet. Their observations are considered in a joint meeting of the Board of Studies, Editorial Board and the coordinators and a press copy of the manuscript is prepared.
8. A foreword by the State Board Chairman is included and two copies of the approved manuscript are forwarded to the State Bureau of Textbook Production and Curriculum Research for printing and production.

9. The coordinator proofreads the manuscript and gives the final approval for, printing of the textbooks.
10. The State Bureau of Textbook Production and Curriculum Research gets textbooks printed from the various recognised printing presses and makes them available to the secondary and higher secondary schools.

Procedure for Production of Standards IX-X Textbooks for Subjects other than Languages

1. The Curriculum vitae of subject experts as suggested by the Board of Studies in economics, history, civics, etc. are invited.
2. Textbooks are prepared with the help of selected writers duly approved by the Executive Council of the Board.
3. The writing work is distributed among experts in the joint meeting of the Board of Studies, writers and the coordinators. The writers are requested to make use of various source materials in the production of the textbooks.
4. The manuscript is given a final shape only after its reading and making necessary corrections.
5. The Board of Studies suggests names of the reviewers for their comments.
6. The final draft is prepared after making necessary corrections in the light of comments received.
7. Two copies of the manuscript are sent to the State Bureau of Textbook Production and Curriculum Research for printing.
8. The coordinator gives final approval to the printing after proof-reading.
9. The State Bureau of Textbook Production and Curriculum Research gets the textbooks printed from the approved press and makes the copies available to the secondary and higher secondary schools.

Procedure for the Production of Textbooks for Subjects other than Languages for Standards XI and XII

The State Board does not prepare textbooks of subjects other than languages. Private publishers are asked to submit their

publications for the Board's consideration. The procedure for approval is as follows:

1. The Board of Studies in different subjects prepares the scope and limitations of the subject and the structure of textbooks as well.
2. A public notice is issued in newspapers asking private publishers to submit their publications for approval.
3. After publication of the notice publishers pay the required fee to enroll their names.
4. All relevant information and materials such as procedural papers, terms and conditions, forms, etc. are made available to the publishers.
5. The reviewers' names are invited from various recognised secondary schools, and the Board of Studies selects higher secondary schools and a few other names.
6. Three reviewers review each textbook.
7. Total secrecy is maintained in respect of names of publishers and reviewers. They are asked to prepare their reports in the Board's office. The textbooks are coded and listed.
8. The Board of Studies prepares its report about textbooks reviewed by three reviewers.
9. A short list of textbooks is prepared for approval.
10. The finally approved textbooks along with reports of the Board of Studies are presented before the Academic Council and the Executive Council.
11. Publishers are asked to make necessary corrections as suggested by reviewers and approved by the Board of Studies.
12. Textbooks thus produced after making necessary corrections are produced before the Board of Studies for final approval.
13. After the final copies of textbooks presented in the desired printed form the price of the textbook is fixed.
14. Publishers are informed about the price and the approved number to be printed.
15. Publishers are supposed to submit an undertaking giving assurance for making textbooks available before May of the year.

Research Activities of the Maharashtra State Bureau of Textbook Production and Curriculum Research

The Bureau has a separate research wing which is responsible to conduct research in order to get feedback on newly published textbooks. It also conducts action, research projects on teaching-learning processes, evaluation and innovative practices used by teachers at primary level.

It has a grant-in-aid scheme to commission research projects to primary and secondary school teachers, teacher educators and other interested persons. The Bureau provides Rs 5,000 to every researcher to meet the expenses like stationery, typing, etc. The research programme for every year is separately prepared and approved by the Research Advisory Council. The Chairman of the Research Advisory Council is the Director of MSCERT, Pune. Eminent educationists and pedagogues are honorary members of this Council. These research projects are of one-year duration. The Bureau provides research guidance three times during the year. Researchers staying in places other than Pune also have freedom to take guidance from local guides.

The Bureau believes that since practising teachers, pupils and parents being users of textbooks, their opinion can contribute in a major way towards their qualitative improvement. The findings of such projects are considered at the time of authentication of a textbook when it is to be reprinted or revised. These findings have helped to weed out some discrepancies, factual errors, printing mistakes, etc. that sometimes creep in the first edition of textbook. Until now, 821 research projects have been completed under this scheme of the Bureau.

TABLE 6.1
Completed Research Projects

S.No.	Years	No. of projects
1.	1970-71 to 1975-76	111
2.	1976-77 to 1980-81	121
3.	1981-82 to 1985-86	149
4.	1986-87 to 1991-92	179
5.	1992-93 to 1997-98	175
6.	1998-99 to 1999-2000	86
Total		821

Every year abstracts of the research projects conducted under a particular programme are published in English and Marathi. These abstracts are distributed free of cost to education officers, ZPs/Municipal Corporations, selected schools, various universities in India and D. Ed./B. Ed. colleges in the state for dissemination of research information which is one of the most important activities of the Bureau. The scheme has helped to create a conducive atmosphere in the teacher community to undertake research projects besides making teaching-learning process more effective.

The research wing undertakes major research focussing on major issues related to primary education. Thirty-two major projects have been completed so far. Some of them are as follows:

1. In the year 1973-74 a study about the use of textbooks by pupils of Standards I to VII to find out the percentage of children who buy new books or old books and/or go without any textbook was taken up. The necessity of a separate mathematics textbook for Standard I was felt because of this project. In 1974-75, a vocabulary count of primary school textbooks for Standards I to VII was undertaken. It also categorised active and passive vocabulary, conjunct words and many other aspects. This was useful to define difficulty level of language used in a textbook of a particular standard.
2. An orientation course on curriculum and textbook research was organised at Pune in cooperation with the Centre of Advanced Studies in Education, Baroda from 3 to 11 February 1975 with a view to training the prospective researchers in the field of curriculum and textbook research. The Bureau has brought out a special research publication based on this orientation course (1976).
3. In 1988-89 the research wing brought out a special book *Gabha Ghatak Parichaya* (Marathi) published in 1990 with a view of fulfilling an urgent need felt by primary school teachers for implementing the NPE-1986 which mooted for the first time the novel idea of core elements that formed the common core of the national curriculum.
4. The type size used is one of the most important physical features of the textbooks. The type size determines the readability of the text which in turn facilitates comprehension of the text. Therefore, the research wing conducted the project titled *A Critical Study of Type Sizes used in the Textbooks*. The project

was restricted to Marathi language textbooks of Standards I-XII produced in Devanagari script. The project was undertaken in 1989-90.

5. In 1996-97 the research wing undertook a study to see if the atmosphere in the classes in primary schools was conducive to learning from the pupils' point of view, if pupils experienced aggressive behaviour and intentionally troubled other pupils. In India the problem of aggression has been studied from teacher's point of view. Therefore, this was a research project of its kind. The most common aggressive behaviour experienced by pupils at the hands of their classmates was found to be teasing, pushing over and hiding textbooks and notebooks as well as other personal items. In the case of girls, pulling hair is the menace suffered by them. The pupils sometimes experience aggressive behaviour and it is reported to teachers. Most of the time wrong doers are punished. About 5% pupils felt that their teachers do not punish the wrong doers.
6. The Bureau has accepted the revised rules of using Devanagari script for Marathi language as approved by the State Government in 1962. Since then the Bureau is using revised script especially for writing conjunct letters. It is expected that students also use it in the same way while reading and writing. The research wing of the Bureau studied the status of reading and writing conjunct letters in Marathi language in schools in 1998-99.
7. It was observed that pupils couldn't write correct Marathi. Their handwriting was shabby. However, it was observed that 69 words out of 100 containing conjunct letters were correctly read by more than 80% of pupils. Pupils find writing conjunct letters using a *halant* or a *rafar* or a sanskritised word very difficult. Right from Standards I to Standards X pupils are not taught to write correctly. The teachers do not emphasise much on writing language correctly at any stage of the curriculum.
8. The manuscripts of textbooks are reviewed and vetted prior to publication by eminent people from the various strata in the educational field. From 1988 the research wing conducted workshops to examine every manuscript from different angles. For these workshops, practising primary school teachers, secondary school teachers, teacher educators, pedagogues and

subject experts were invited. The subject committees duly considered their valuable suggestions and necessary changes were made. A special team of experts was invited to examine manuscripts of books from the national integration point of view. All possible efforts to enhance the quality of manuscripts and to weed out maximum number of mistakes were made through these workshops.

Most other activities and decisions of the Bureau are also based on systematic research. For example, recently a survey of the use of the Standard I textbooks was conducted in Pune district with a view to assessing the advantages of publishing textbook in two parts. The findings of this survey, based on the written responses of 1200 teachers, structured interviews of 193 class-teachers and examination of 3200 school-bags, enabled the Board of Governors of the Bureau to arrive at the decision of expanding the scheme to include other regions of the state.

The Following Projects Based on Primary Education Curriculum 1995 are under Implementation:

1. To develop teacher's handbook on *Functional Grammar* with the help of data received from 4,138 teachers.
2. A study of the competency-based curriculum as understood by teachers, parents and students with the help of 4,387 teachers. The project is expected to reveal a realistic picture of the achievements in learning of the competency-based approach.

Future Plans

1. *Geography Sthalanam Suchi*: This is a list of standardised place names used in Geography textbooks from Standards I-X. It will contain about 5000 place names.
2. *Work experience*: Teacher's handbooks on preservation of fruits, puppetry, electronics and bicycle repair would be brought out.
3. *Teacher's Handbooks*: Teacher's handbooks based on Standards VII and VIII for non-language subjects are proposed.
4. *Information Technology (IT)*: It has been planned to train officers and staff in IT so that there will be optimum automation of office work.

5. *Compact discs (CDs)*: CDs based on Marathi and Mathematics are proposed to be brought out in near future.
6. *Dictionary of Technical Terms*: A dictionary of technical terms used in different subjects standardised for Standards I-VIII will be brought out so that there will be no discrepancy in using technical terms in the textbooks at different levels.
7. *Marathi Dictionary*: A dictionary for Standards I-VIII, useful for pupils, will be brought out.
8. *Dictionary of Technical Terms and Notes on Civics and Administration*: It will cover concepts in Sociology, Economics, Civics and Administration at school level.
9. *Best of Kishor Magazine*: The Kishor magazine published by the Bureau has played a major role in developing an interest in reading among teenagers and also catered to their needs. The Bureau has decided to publish selected literature published in Kishor magazine during the last 25 years (i.e. from 1972 to 1997) in 14 volumes which will be made available to student community and general public at a reasonable price.
10. *Museum of School Textbooks*: The Bureau plans to develop a museum of school textbooks and other books pertaining to education published during the last 150 years.

Current Statistics

- The Bureau produces textbooks for eight media of instruction. They are — Marathi, Hindi, English, Urdu, Gujarati, Sindhi (Arabic and Devanagari) and Telugu.
- The total number of current titles prepared by the Bureau exceeds one thousand.
- The Bureau also published textbooks prepared by the State Secondary and Higher Secondary Board. The total number of these titles is about 190.
- The total number of the Bureau's publication is: Textbooks 698; Non-textual materials 476.
- The approximate number of books printed every year by the Bureau is : Titles 500; Copies; 7.5 crore.
- The net sale for the year 1998-99 was to the tune of Rs 58 crore.
- The number of employees of the Bureau is 693.

Quality of School Education

This chapter consists of two sections:

- A. Teachers and Teaching-learning Processes
- B. Student Evaluation.

A. TEACHERS AND TEACHING-LEARNING PROCESSES

The imbalance between three regions of the State — Western Maharashtra, Vidarbha and Marathwada — which existed in 1950-51 have been indicated in great detail in an earlier section. Major effort, therefore, was to secure all round expansion of educational facilities in all parts of the state and to reduce, as quickly as possible, the regional imbalances of educational development. This was required to be done also for quality of education. Training of teachers was the most important aspect to look after along with curriculum development, textbook production, inspection machinery, etc.

Training of Primary and Secondary School Teachers (1950-1965)

Primary School Teachers

With the introduction of compulsory primary education, the availability of primary school teachers in Western Maharashtra assumed great importance. It was necessary to step up the annual output of trained teachers, provide necessary competence to teaching personnel and to counteract the consequences of large-scale employment of untrained persons as teachers every year. With a view to meeting the need of trained teachers for a number of primary schools to be opened in the Third Five Year Plan, for implementation of universal, free and compulsory primary education, additional number of training

colleges were opened. In addition to this a special training course of one-year duration was started for employed untrained teachers. These arrangements greatly helped the state government in clearing the backlog of untrained teachers and in considerably increasing the percentage of trained teachers in schools.

In Vidarbha the minimum qualifications for a primary school teacher was the passing of Standard VII from a middle school. The lack of training was no bar for appointment. Therefore, there was no dearth of these primary school teachers who were eligible for teaching up to Standard IV. Training institutions were known as 'Normal Schools' till they were designated as Basic Training Colleges. Till 1959-60, admissions to these institutions were made partly on the basis of Elimination Test conducted by the State Education Department and partly from untrained teachers in the employment of local bodies, mostly the Janapad Sabhas. From 1959-60, untrained teachers of Janapad Sabhas having less than 10 years' service at their credit were required to undergo training. This step reduced the number of untrained teachers to a great extent.

In Vidarbha and Marathwada, training of teachers was looked after entirely by the Government. It was after reorganisation of states in 1956 that private enterprise was encouraged to open teacher-training institutions in these areas.

The data on percentage of primary trained teachers among all teachers is presented in Table 7.1 and on primary teachers' qualification by gender in Table 7.2 for the period 1950-51 to 1960-65.

For the state as a whole the percentage of trained teachers was 50.7 per cent in 1950-51 which rose to just 53.3 per cent in 1955-56. The increase in this percentage was slightly better during 1955-56 to 1960-61 when it increased from 62.7 to 78.1 per cent in 1965-66. Thus, since the formation of Maharashtra in 1960 there has been a remarkable improvement in number and proportion of trained teachers.

The data in these tables also gives the changes that took place in the academic qualifications of teachers during the reference period. For example, though there has not been any change in the percentage of graduate male teachers, there has

been increase in their percentage among women from 1.9 per cent in 1950-51 to 2.4 per cent in 1960-61 and to 3.4 per cent in 1965-66. The percentage of women teachers among total teachers was 18.44 and it rose to 24.98 in 1965-66 showing that more and more women were joining the profession. This formed an important part of the educational scenario in Maharashtra.

TABLE 7.1
Percentage of Trained Elementary School Teachers
(1950-51 to 1965-66)

	<i>Level</i>	<i>1950-51</i>	<i>1955-56</i>	<i>1960-61</i>	<i>1965-66</i>
Male	Graduate	N. A.	51.7	54.8	81.5
	Under-Graduate	N. A.	44.0	48.8	71.8
	Others	N. A.	51.7	64.5	81.5
	Total	48.9	50.4	59.4	77.7
Female	Graduate	N. A.	63.0	62.2	81.5
	Under-Graduate	N. A.	63.9	61.5	74.3
	Others	N. A.	66.4	80.1	83.0
	Total	58.7	65.8	74.0	79.4
Male and Female Both	Graduate	N. A.	55.2	51.9	81.5
	Under-Graduate	N. A.	48.1	31.5	72.4
	Others	N. A.	54.5	68.0	81.9
	Total	50.7	53.3	62.7	78.1

TABLE 7.2
Teachers in Elementary Schools by Qualifications
(1950-51 to 1965-66)

	Level	1950-51	%	1955-56	%	1960-61	%	1965-66	%
Male	Graduate	N. A.	-	753	1.0	705	0.8	1172	1.0
	Under-Graduate	N. A.	-	12816	17.5	28,696	32.2	45,768	39.4
	Others	N. A.	-	59,611	81.5	59532	67.0	69,207	59.6
	Total	60,482	-	73,180	100	88,933	100	1,16,147	100
Female	Graduate	N. A.	-	338	1.9	625	2.4	1,305	3.4
	Under-Graduate	N. A.	-	3,341	19.0	7,748	30.2	15,665	40.5
	Others	N. A.	-	13,879	79.1	17,304	67.4	21,678	56.1
	Total	13,679	-	17558	100	25,677	100	38,648	100
Male and Female Both	Graduate	N. A.	-	1091	1.2	1330	1.2	2477	1.6
	Under-Graduate	N. A.	-	16,157	17.8	36,444	31.8	61,433	39.7
	Others	N. A.	-	73,490	81.0	76,836	67.0	90,885	58.7
	Total	74,161	-	90,738	100	1,14,610	100	1,54,705	100

Though the proportion of trained teachers went on rising, the position of Maharashtra state was not very encouraging as compared to other states. For example, during 1963-64 the percentage of trained teachers in lower primary schools was 63.6 per cent in Maharashtra whereas there were seven states with higher percentage. Madras had 97.7 per cent, Madhya Pradesh 90.5 per cent, Punjab 89.1 per cent and so on. In upper primary schools during the same year Maharashtra was at the 4th position. There was, therefore, urgent need to improve general education and training of primary school teachers in the state.

Secondary School Teachers

The pattern of secondary education, even its duration, varied from region to region when the erstwhile Bombay State was formed. The Government of Bombay in 1957-58, therefore, appointed a committee under the chairmanship of Shri L. R. Desai to deal with the problem of integration of secondary education in the state. The Government accepted major recommendations of the Committee in respect of higher rates of grant-in-aid, and enhanced pay scales for teachers in non-Government secondary schools and maximum and minimum tuition fees chargeable in different standards of secondary schools.

With the introduction of 10 + 2 + 3 pattern of education all over the state regional imbalance in the field of school education could considerably be reduced. For a secondary school teacher, an adequate command over the subject knowledge and appropriate methods of teaching are extremely important. It was necessary to ensure that every teacher in secondary schools, teaches only those subjects in which he/she has a university degree and in the training methods of teaching that subject. A special study was undertaken by the Maharashtra State Board of Secondary Education regarding general education and training qualifications of secondary school teachers and the subjects they were actually teaching in schools. Pilot studies carried out in this regard showed that a very large proportion of secondary school teachers taught subjects in which they did not have a university degree or training in subject methods. This led the Government of Maharashtra to make specific rules in this matter. The Government also decided to institute correspondence courses and to organise face to face/contact courses through summer institutes with a view to improving subject knowledge of secondary school teachers. Moreover, efforts are made to increase the proportion of trained teachers.

The progress of training efforts and the policy implementation can be observed from Table 7.3. The percentage of trained teachers has increased from 54.0 in 1950-51 to 71.2 in 1965-66. The percentage of trained teachers amongst women has always been better than that of men. During 1963-64, the comparison of trained teachers in Maharashtra with other states was made in a study, which showed that with the percentage of 69.1 of trained teachers in 1963-64, Maharashtra stood sixth among the states of Indian Union. The five states above it were Madras (91.0%), Punjab (84.9%), Andhra Pradesh (80.7%), Kerala (80.0%) and Uttar Pradesh (72.0%). The

Government of Maharashtra took up the matter seriously and improved the situation by taking various measures.

TABLE 7.3
Percentage of Trained Secondary School Teachers
(1950-51 to 1965-66)

	<i>Level</i>	1950-51	1955-56	1960-61	1965-66
Male	Graduate	N. A.	66.8	64.8	69.7
	Under-Graduate	N. A.	52.1	54.7	68.6
	Others	N. A.	48.9	53.1	50.7
	Total	52.4	59.3	59.3	68.5
Female	Graduate	N. A.	76.7	76.6	78.1
	Under-Graduate	N. A.	75.2	75.3	81.4
	Others	N. A.	56.3	58.0	54.2
	Total	60.0	73.7	74.7	79.3
Total	Graduate	N. A.	69.1	67.8	72.0
	Under-Graduate	N. A.	57.5	59.6	72.0
	Others	N. A.	51.4	54.5	51.8
	Total	54.0	62.8	63.1	71.2

Committee on Teacher Education

The Government of Maharashtra appointed a Committee on Teacher Education. Dr Chitra Naik was the Chairperson of the Committee. The first para (quoted below) in the Government Resolution dated 10 November 1965 in a nutshell states the purpose of the Committee:

“With a view to improving the quality of school education, it is necessary to redesign the pattern of teacher-education at various levels and to evolve a rational integrated pattern. The Government is, therefore, pleased to appoint a Committee to review the teacher-training courses at the Pre-primary, Primary and Secondary stages and to make detailed recommendations for their improvement.”

The Committee examined various issues in detail, interviewed a number of educationists, principals of primary and secondary training colleges, and also visited a number of institutions. The Committee presented a comprehensive report with recommendations on the following:

1. Contents and Method of School Education
2. Composition of the Teaching Profession
3. Administration and Supervision of Education
4. Organisation and Supervision of Teacher Education
5. Physical and Material Condition of Teachers' Colleges
6. Curricula for Teacher Education
7. Techniques of Teacher Education
8. The Quality of Teacher Education
9. Duration of Teacher Education Courses
10. Opportunities for Professional Development
11. Planning of Teacher Recruitment and Teacher Education.

The report became the basis for future development of teacher education in Maharashtra. A great deal of qualitative improvement could take place due to the efforts made by the Government. The uniformity in the teacher training was brought about. The quantitative achievements in the training of teachers were remarkable after 1965-66.

Proportion of Trained Teachers (1961-62 to 1999-2000)

The increase in the number and proportion of trained teachers is indicated in Table 7.4.

TABLE 7.4
Proportion of Trained Teachers
(1961-62 to 1999-2000)

Year	Percentage of Trained Teachers		
	Primary	Secondary	Higher Secondary
1961-62	64.8	62.4	61.9
1971-72	86.42	together	76.05
1981-82	91.9	together	94.9
1991-92	94.7	95.1	97.1
1998-99	95.44	97.6	97.9
1999-2000	95	98.39	Included in Secondary

Facilities for Teachers' Training

The remarkable achievement in teachers' training could become possible only because the availability of facilities were enhanced considerably. The phenomenon can better be understood by looking into the data indicating number of training institutions and their enrolment. The process of women increasingly entering teaching profession can also be seen. The decadal data for 1971-72 to 1998-99 are presented in Tables 7.6 and 7.7 for D. Ed. and B. Ed., respectively.

TABLE 7.5
Coursewise Number of Teachers' Training Institutions and Enrolment (1961-62)

Course	Number of Institutions	Enrolment	
		Total	Female
Basic Primary	132	18,110	3737
Basic Secondary	4	106	8
Non-Basic Secondary	17	1889	461
Secondary Teachers Certificate	111	4855	1324
T.D./D. Ed/Dipt.	9	853	286

TABLE 7.6
Number of D. Ed. Colleges and Enrolment (1971-72 to 1999-2000)

S. No.	Year	Number of D. Ed. Colleges	Enrolment	
			Total	Girls
1	1971-72	148	21,649	7686
2	1981-82	115	11,729	6995
3	1991-92	249	26,110	11,825
4	1998-99	275 (48)	28,548	15,393
5	1999-2000	275	26,481	14,425

TABLE 7.7
Number of B. Ed. Colleges and Enrolment
(1971-72 to 1999-2000)

S. No.	Year	Number of B. Ed. Colleges	Enrolment	
			Total	Girls
1	1971-72	50	4480	2551
2	1981-82	47	7421	3458
3	1991-92	138	16,287	6714
4	1998-99	144 (10)	15,281	6783
5	1999-2000	144 (10)	13,679	6298

District Institutes of Education and Training (DIETs)

The National Education Policy 1986 stressed the need for qualitative improvement of education at all levels. A time-bound programme was designed in respect of primary education. It was necessary to provide high quality training to primary school teachers and develop new outlook and professionalism in them. The Central Government launched the scheme of District Institutes of Education and Training in order to bring about basic change in the traditional approach to training methods and provide quality training suitable to achieve the goals of National Policy on Education 1986.

The District Institutes of Education and Training were established in Maharashtra in two phases. As per the Government Resolution dated 19 June 1995, Government D. Ed. colleges in 14 districts were upgraded as DIETs. Subsequently, as per the Government Resolution dated 8 October 1996, additional 15 DIETs were formed; 11 of which were formed by upgrading the Government D. Ed. colleges and 4 new institutions were created. These four districts were Sangli, Sindhudurg, Solapur and Gadchiroli, as these districts did not have Government D. Ed. colleges.

As per the Government of India norms, each DIET should have 10 acres of land, first and second year Batches of D. Ed. course and one batch for in-service training. It is a centrally sponsored

scheme with a grant of Rs. 58 lakhs for building and Rs. 13 lakh for books, equipment and furniture for each upgraded DIET and Rs. 1 crore and Rs. 13 lakh for newly created DIETs.

The following table shows the academic positions sanctioned for each DIET in addition to the Principal's post.

TABLE 7.8
Number of Posts Sanctioned (Academic)

<i>Branch</i>	<i>Sr. Lecturer</i>	<i>Lecturer</i>
Pre-service and In-service Training	1	2
Curriculum Development and Evaluation	1	2
Educational Technology and Non-formal Education	1	1
Planning, Management and Administration	1	1
Total	4	6

In addition to the above 11 posts, 15 non-teaching posts were sanctioned for each DIET. Presently, all the posts of Principals are vacant. One Senior Lecturer has been given additional charge of the principal in each DIET. The posts of Sr. Lecturers and Lecturers have been filled in by transfer or by taking persons on deputation from the schools of Zilla Parishad or private management. These posts are to be filled in through Maharashtra Public Service Commission. Each DIET is expected to conduct the following training programmes:

1. In-service training programme of three-week duration: Teachers in Government and Private Ashram Schools and post-Basic Ashram Schools who are teaching Standards I to VII, primary school teachers, D. Ed. teachers teaching Standards V to VIII attached to secondary schools are eligible to undergo in-service training. This training course is made compulsory for teachers to get a higher scale. Teachers who are eligible for senior scale are deputed for this training programme in a year. There are 9 to 10 courses with a capacity of 40 trainees per course.
2. Short-term training courses of five-day duration: Each DIET is supposed to organise 20 courses of short duration of 5 days every year with a capacity of 50 trainees in each course.

Maharashtra State Bureau of Examinations

The Government Bureau of Examinations was established in 1968 for effective planning and conduct of various examinations. The Bureau was responsible for improving evaluation system to conduct examinations at various levels of primary and secondary school education and identifying talent at each stage resulting in improving educational standards.

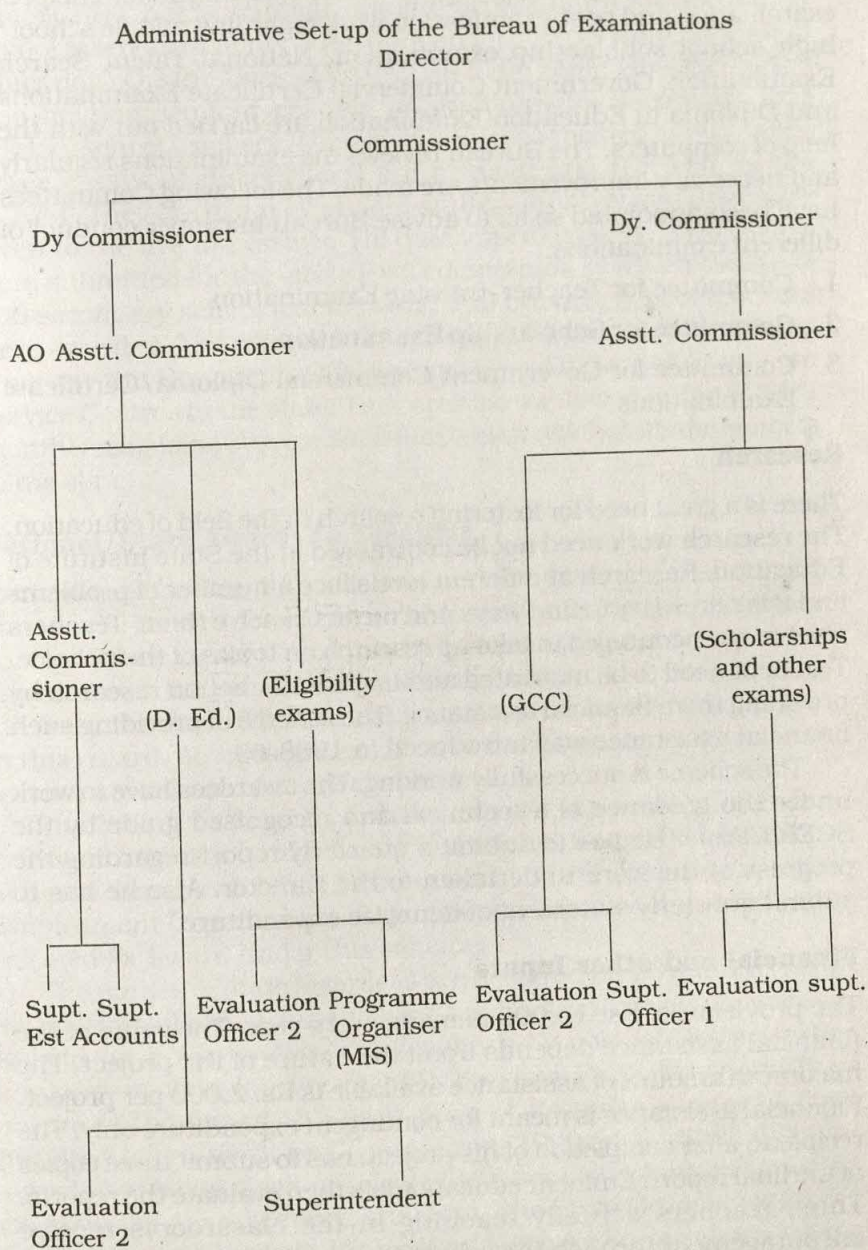
The Government Resolution No. SPE/1095/(104/95) Mashi-8, dated 6 April 1996 transformed the Bureau into an autonomous body. The Maharashtra State Bureau of Examinations conducts different examinations, namely teacher selection, entrance to Adivasi Vidya-Niketan, National Talent Search Examination (State Level), Rashtriya Indian Military College Dehradun Entrance Examination, and Scholarship Examination. It conducts 28 types of examinations in and outside the state. There are total 117 Class III and Class IV servants to assist in smooth conduct of examinations.

As per Government Resolution No. PTC-1392/9809/Pt-1 dated 16 July 1993 from the financial year 1993-94, examination pertaining to recruitment of primary school teachers in the primary schools managed by Zila Parishads, municipal corporations and other local bodies are conducted by the Bureau. Table 7.9 gives the details about the recruitment of primary teachers.

TABLE 7.9
Recruitment of Primary Teachers: 1994-1998

S. No.	Category	Vacancies	Recommendations
1	SC	11,280	13,542
2	ST	13,463	8077
3	SBC	961	647
4	VJ/NT	4009	6757
5	NT	4474	4839
6	OBC	8608	17,900
7	Ex Ser., PA Phy. Cha.	9026	2695
8	General	19,812	29,295
	Total	71,633	83,752

Recruitment of Primary Teachers : 1994-1998



The Bureau with the help of the Regional Deputy Directors of Education, Educationists and different educational institutions organises planning and conduct of these examinations. The pre-examination and post-examination work regarding middle school / high school scholarship examination, National Talent Search Examination, Government Commercial Certificate Examinations and Diploma in Education Examination are carried out with the help of computers. The Bureau reviews the examinations regularly and necessary improvements are made. The following Committees have been appointed so as to advise Bureau in proper conduct of different examinations.

1. Committee for Teacher-training Examination
2. Committee for Scholarship Examination
3. Committee for Government Commercial Diploma / Certificate Examinations.

Research

There is a great need for fostering research in the field of education. The research work need not be centralised at the State Institute of Education. Research at different levels face a number of problems and it is necessary to find ways and means to solve them. Teachers need to be encouraged to take up research on topics of their choice. Teachers need to be motivated and inspired for action research by providing them financial assistance. The scheme of providing such financial assistance was introduced in 1968-69.

The scheme is successfully working. The awardees have to work under the guidance of a technical and recognised guide by the SCERT Pune. He has to submit a quarterly report regarding the progress of the work undertaken to the Director. Also he has to submit quarterly statement of itemwise expenditure.

Financial and other Inputs

The provision of Rs. 10,000 is made every year. The value of the financial assistance depends upon the nature of the project. The maximum amount of assistance available is Rs. 2,000 per project. Financial assistance is meant for contingent expenditure only. The recipient, after completion of his project, has to submit three copies of the final report. Eminent educationists then evaluate the reports. Thus, teachers actually teaching in the classrooms receive encouragement through the scheme.

Seminar Reading Programmes for Secondary and Primary School Teachers

The NCERT holds seminar-reading programmes for secondary school teachers, teacher educators and lecturers from colleges of education. On the lines of the NCERT the State Government is also holding seminar-reading programmes for secondary and primary school teachers. This scheme is implemented at two levels. Three essays at district level are selected and received by the SCERT. They are again evaluated at the state level and prizes are given to the five top essays. Till date approximately 1000 essays were submitted for the state level competition of which essays of 230 secondary school teachers and 200 primary school teachers were awarded. The awarded essays are published and circulated amongst the Education Officers and Coordinators of Extension Service Centres in the state. They are also published in the SCERT monthly magazine *Jeevan Shikshan* which reaches all the schools in the state.

National/State Awards to Teachers

Committees for selecting teachers are constituted at district and state levels. District Level Committee recommends names of teachers to the State Level Committee that recommends names to Government for selection for National Awards. From the year 1985-86, the State Government has adopted a broad-based policy in this regard. Accordingly, one primary and one secondary school teacher are selected from each district.

The Tribal Welfare Department started the scheme of giving prizes in addition to the merit certificates from 1982-83. This scheme has now been transferred to the Education and Employment Departments. Eighteen primary school teachers are selected for award under this scheme.

The names of state awardees are declared on 26 January, i.e. on the Republic Day and the function for distribution of awards, is held on 5 September, i.e. Teacher's Day which is the birth anniversary of the late President Dr Sarvapalli Radhakrishnan. The nature of the award is a cash prize of Rs seven thousand five hundred and a merit certificate. From 1990-91 additional state awards are being given to selected teachers who work in schools for physically handicapped students. The State Government has instituted state awards for women teachers to recognise their

meritorious services in the field of women's education and literacy w.e.f. 1996-97. One female teacher is selected from each educational region of Maharashtra State. As there are 7 regions in the state, 7 women teachers are selected for this award every year. It is called *Savitribai Phule Adarsha Stree Shikshika Puraskar* as given in table 7.10.

The Central Government selects 18 primary and eight secondary school teachers for the National Award. National Awards are declared on 5 September, i.e. on Teacher's Day, every year. The National Awardees receive a cash prize of rupees ten thousand and a Certificate of merit in a function at Delhi.

Table 7.10
State Government Awards to Teachers

S. No.		1988-89	1999-2000	2000-2001
1.	Primary School Teachers	33	33	37
2.	High School Teachers	34	34	38
3.	Special Teachers	2	2	2
4.	Teachers in Tribal Area	18	18	20
5.	<i>Savitribai Phule Adarsh Stree Teachers</i>	7	7	7

Free Education to Children of Primary School Teachers

As per G.R. No. PRE/7067/F, dated 18 June 1968 children of full-time primary school teachers working in Government, local body and recognised aided private primary schools are eligible for the concession of free studentships. These concessions are available at all stages of education. The object of the scheme is to ameliorate the economic conditions of primary school teachers. According to Government Resolution No. PRE-7081/155547 (1211) GEN-5, Education and Employment Department, dated 25 March 1981, this concession has now been extended to wards of all teachers with SSC/D. Ed. or equivalent qualification and teaching Classes V-VII attached to secondary schools. Wards are entitled to concession of free education at all levels. Further as per School Education Department G.R. FED/1096/2186/96 (270/98) Mashi-8, dated 3 February 1999 free education has

been made available to children pursuing professional courses. The freeship is admissible only when the ward of the primary school teacher has been admitted to prescribed course against the 'free seat'.

Curriculum Transaction: Major Innovations/Experimentations

A detailed information highlighting special measures launched by Maharashtra State Council of Educational Research and Training (previously known as State Institute of Education) towards the improvement of quality and content of education in general and in backward areas in particular is given below. The SIE/Council with its feeder primary schools establishes rapport with persons concerned and makes systematic efforts to raise the quality of the school in the complex.

The Rapport-based Programme

The revised pattern of 10 + 2 + 3 came into existence in the state of Maharashtra with effect from June 1968. The entire school curriculum was revised accordingly and the first Secondary School Certificate Examination of the new course was conducted in March 1975. The results showed a downward trend in successful candidates. It was noticed that 50% of the secondary schools in the state had failed to cross even the 30% passed at the public examination in 1976. A fact-finding study was, therefore, undertaken by the SIE in order to find out reason for low performance of a large number of secondary schools.

The rapport-based programme was initiated at Charholi (BK) in Pune district. The effort initially was focussed on the improvement of the SSC examination result of the secondary schools as an experiment in school education in a systematic way.

Gradation of Primary and Secondary Schools

Background

The tool to evaluate schools and determine their grade was introduced in 1976-77. A committee of seven members was appointed to evolve norms to evaluate schools. In the beginning gradation tool was evolved on a three-point scale, i.e. A, B and C. It was revised and modified and a five-point scale, i.e. A, B, C, D,

and E introduced so that the tool could be useful for evaluation of all types of schools. The tool is now being used to evaluate all primary schools and about 7,000 secondary schools.

Objectives

The rapport-based programme of school improvement aims at:

1. Breaking down isolation of weaker schools
2. Developing a healthy climate of mutual cooperation and participation between schools and the community through rapport
3. Improving school environment, pupil's enrolment and attendance, teaching and learning activity as well as school organisation and management and thereby arresting wastage and stagnation; raising standard of school education in general and the SSC examination result in particular
4. To evaluate schools with a view to finding out their shortcomings so that necessary steps can be taken for improvement
5. To find out grade of a school.
6. To find out the requirements of a school
7. To prepare a perspective institutional plan
8. To undertake qualitative improvement of a school

Seven Dimensions of the Programme

The programme was carried out according to the seven-point plan given below:

1. *Gradation of Schools*: The State Institute of Education, Pune prepared Gradation tool. Headmaster graded his own school in one of the categories from A to E as per the scale provided.
2. *Institutional Planning*: Specific weaknesses of the school were identified with the help of the Gradation tool. Short and long-term plans were prepared to overcome those weaknesses and also to raise the standard of the schools.
3. *School Improvement Programme*: Rapport was established with villagers with an appeal to contribute in cash or kind for improvement of schools.

4. *School Complex*: The secondary school and its feeder primary schools are brought together to form an informal complex. Heads and teachers of both secondary and primary schools meet frequently so as to become members of the school-complex-family.
5. *Programme Planning*: Based upon specific needs of constituent schools teachers of the school-complex prepare various curricular and co-curricular programmes.
6. *Establishing Rapport*: Rapport is the vital force behind the entire programme. The officer incharge establishes rapport with Headmasters, teachers and villagers and encourages various functionaries in the complex to establish effective rapport amongst them.
7. *Evaluation*: Schools are again rated at the end of the year by using the same gradation tool so as to measure improvement or otherwise in individual schools.

Procedure

A committee of seven members was appointed under the chairmanship of Dr N.K. Patole, Principal, S.T. College, Mumbai. The Committee has prepared gradation tools for primary as well as for secondary schools. The tool was first used in selected primary and secondary schools. Later it was made applicable to all primary and secondary schools.

The copies of the gradation tools were sent to the District Education Officers of the districts in 1979-80. They were required to get the copies of the gradation tools printed and supply them to all primary and secondary schools in their districts. Schools were asked to evaluate their institution to find out of grade of the school and further prepare an institutional plan of their school to improve its quality. Thus District Education Officers evaluated and graded schools. Table 7.17 shows district-wise distribution of schools under various grades.

Evaluation

As the scheme has been scrupulously implemented only in the year 1978-79 and actual work started in the district from the year 1979-80, qualitative improvement in the grades of schools that has taken place is yet to be reviewed.

Achievements

Although the programme was initiated in a few schools in an informal manner, it took a formal shape in the academic year 1980-81 on an extensive scale. It still continues to be operated on a voluntary basis. Although it would be too early to draw any conclusion, the following few changes that have occurred during the small span of time may indicate its progressive trend:

Increase in Enrolment

TABLE 7.11

Number of Schools Showing Increase in Enrolment of Students over that of the Previous Year

<i>Category of Schools</i>	<i>Total No. of Schools Under the Project</i>	<i>No. of Schools Showing Increase in Enrolment</i>	<i>Percentage of Schools Showing the Increase (%)</i>
I-IV	4902	3223	65.7
I-VII	2,520	1512	60.0
Secondary	746	450	60.3

Increase in Average Attendance

Increase in average attendance over the previous year is shown in the following table.

TABLE 7.12

Increase in Average Attendance

<i>Category of Schools</i>	<i>Total No. of Schools under the Project</i>	<i>No. of Schools Showing Increase in the average attendance</i>	<i>Percentage of Schools Showing the Increase (%)</i>
I-IV	4902	3078	62.7
I-III	2520	1462	58.0
Secondary	764	408	54.6

During rainy season, which coincides with the first term of an academic year, the average attendance tends to be low in certain parts. However, it improves in the second term. These figures relate to the period ending 31 December 1981. Positive improvement is expected during the remaining part of year.

Increase in the Transfer Rate

Table 7.13 shows the number of schools showing increase in the percentage of result of school examination.

TABLE 7.13
Increase in Transfer Rate

Category of Schools	Total No. of Schools under the Project	No. of Schools Showing Increase in the per cent Results of Internal School Exams	Percentage of Schools Showing the Increasing Results
I-IV	4902	2639	53.8
I-VII	2520	1537	53.8
Secondary	746	322	43.1

Increase in SSC Examination Result

Table 7.14 indicates the increase in the over-all result of the SSC Examination held in March / April for the whole state.

TABLE 7.14
Increase in the SSC Examination Results

	Old Course		New Course		I Phase		II Phase			
Year	1973	1974	1975	1976	1977	1978	1979	1980	1981	2001
Pass	49.4	51.7	48.5	38.6	37.5	38.7	48.5	47.1	50.3	57.76

Incidentally, it would not be out of place to mention here an effort made in grading primary and secondary schools. A massive campaign was undertaken to classify all primary and secondary schools into five categories, from A to E, in the year 1980-81. Table 7.15 gives the distribution of schools in five grades.

TABLE 7.15
Gradewise Distribution of Schools

	Grade					Total
	A	B	C	D	E	
Stage						
Primary Schools	1063 (2.5%)	8815 (20.7%)	16937 (39.8%)	10278 (24.1%)	5483 (12.9%)	42576 (100%)
Secondary Schools	341 (5.8%)	1713 (29.3%)	2432 (41.6%)	970 (16.6%)	379 (6.6%)	5835 (100%)

Out of 51,045 primary schools, 42,576 schools (83.4%) participated in the gradation exercise, whereas out of 6119 secondary schools in the state, 5,835 (95.3%) joined this exercise. The table reveals that 39.8% of primary schools and 41.7% of secondary schools showed average grade (C) and 5,843 primary schools and 379 secondary schools fell in the E category. They need attention on priority basis in future.

The above figures indicate the general improvement in the results of the SSC Examination in the state. On introduction of the new secondary school curriculum the result started declining from 1975 to 1978. However, they show the rising trend since 1979.

Community Support

There is also an increase in local support for schools. By establishing rapport with the local community, it has been possible to enlist its active cooperation in meeting physical needs of schools in the complex. In the previous year schools could raise donation in cash and kind to the extent of Rs 19,52,608. During the current year (1981-1982) by the end of December 1981 the amount of Rs 33,27,545 were collected in the complexes covered under the programme. It should also be noted that labour put in by pupils and teachers is not included in this figure.

Institutional Planning

The schools have started preparing their institutional plans for meeting their short-term and long-term needs. They also plan educational programmes to be undertaken in the complexes. Percentage of schools that have started planning is as under:

<i>Schools</i>	<i>Standards</i>	<i>Percentage</i>
Primary Schools	I-IV	69.9
Primary Schools	I-VII	67.0
Secondary Schools	VIII-X	71.9

Improvement in Grades

There was a positive improvement in the grades of schools. Table 7.15 shows the grade-wise percentage of schools in 1979-80 and 1980-81.

TABLE 7.16
Gradewise Percentage of Schools

Category of Schools	Kind of Schools 1979-80 Primary, Primary-Secondary			Kind of Schools 1980-81 Primary, Primary-Secondary		
	I-IV	I-VII		I-IV	I-VII	
A	1.30	3.90	3.00	1.80	4.20	5.20
B	17.8	24.9	18.0	22.1	40.6	27.0
C	37.8	42.0	52.7	40.2	35.5	45.9
D	31.3	20.7	18.3	27.1	16.2	15.0
E	11.8	8.50	8.00	8.80	3.50	6.90
Total	100	100	100	100	100	100

While marginal improvement seems to have taken place in proportions of institutions obtaining A grade, those getting B and C grades have risen sharply.

Attitudinal Changes in Teachers

The State Institute of Education prepared a tool of self-evaluation for teachers. 49.9% primary teachers under the project have so far assessed themselves. Self-evaluation led them to self-introspection and consequent self-improvement. Attitudinal change reflected through various programmes/activities are given below:

1. Group meetings of teachers
2. Group meetings with villagers
3. Preparation of teaching aids in groups
4. Enrolment drive in cooperation with villages
5. Formation of parent-teacher associations
6. Forum for innovative teachers (*Dhadpad Vyaspeeth*)
7. *Geet Manch* for teachers
8. Extra Classes for intelligent students
9. Remedial teaching for weaker students
10. Cleanliness programmes
11. Innovative classroom projects
12. Various programmes for students such as improvement of handwriting, conversation skill, planning for day-to-day teaching, assistance to poor students, etc. were organised.

TABLE 7.17
Statement Showing Number of Secondary Schools according to
Gradations (April 1981)

S. No.	Name of the District	No. of Schools	A	B	C	D	E	Total to be Covered	
1.	Gr.Bombay North	259	37	78	106	27	11	259	
	" "	280	16	139	67	37	21	280	
	" "	199	34	73	47	25	20	199	
2.	Nashik	280	14	88	122	48	8	280	
3.	Thana	245	8	40	51	6	3	108	137
4.	Dhulia	173	14	39	87	32	1	173	
5.	Jalgaon	242	10	65	103	37	27	242	
6.	Pune	355	19	72	109	37	14	249	109
7.	Ahmednagar	256	27	112	97	17	3	137	
8.	Raigad	137	8	49	56	17	7	137	
9.	Sholapur	230	6	55	116	30	23	230	
10.	Kolhapur	241	8	72	116	39	6	241	
11.	Satara	252	11	62	111	41	15	240	16
12.	Sangli	282	5	51	103	42	21	228	
13.	Ratnagiri	135	-	36	69	25	5	135	
14.	Aurangabad	232	9	48	104	67	14	232	
15.	Beed	151	4	32	58	21	36	15	
16.	Nanded	146	1	36	62	36	11	146	
17.	Osmanabad	254	6	87	98	45	22	254	
18.	Parbhani	127	7	30	43	41	6	127	
19.	Nagpur	305	25	104	78	36	11	255	50
20.	Bhandara	165	7	44	75	33	6	165	
21.	Chandrapur	152	10	49	67	26	-	147	
22.	Wardha	116	4	10	49	27	26	116	
23.	Amaravati	225	8	35	69	31	19	162	63
24.	Akola	181	12	54	70	32	13	181	
25.	Buldhana	152	5	42	69	25	11	152	
26.	Yewotmal	169	8	52	78	26	5	161	
27.	Sindhudurg	115	4	32	51	24	4	115	
28.	Jalna	75	2	19	37	14	3	75	
	Total	6082	380	1707	2363	934	372	5706	376

Projects like Rapport-based Programme of School Improvement and Savitribai Phule Foster Parent Scheme have been appreciated at the national level.

Future Plan

It is felt necessary that gradation tool of schools require modification. The headmasters, association has already started thinking about the modifications with a view to simplifying existing tools so that they may use it with ease and evaluate schools more objectively. Such an evaluation would be more realistic for school improvement. After trying out the programme in some schools, it was recommended for gradual extension to other parts of the state. A few officers in six districts voluntarily adopted complexes of weaker schools in 1976 for improvement. In subsequent years, the programme was extended to remaining districts in the state.

Matruprobodhan Project

In 1987, Matruprobodhan project was launched in four districts (Nagpur, Sholapur, Latur, and Sindhudurg) with a view to making rural mothers aware of and appreciate the importance of educating her ward/child and create an environment at home conducive to education and development of their children especially the girl child.

The project covered 80 schools from two Beats in each district. The project was conducted through active participation of the committees formed at block and village levels. Persons from various departments responsible for development of children were also involved in the committees. The project was evaluated after one year. Information was collected through a questionnaire. It revealed that—

1. Activities related to health and hygiene have proved to be useful to women guardians and pupils.
2. Women learnt how to change the interpretation of various festivals according to changing time and society. This may help in national integration.
3. The project activities were conducted on non-monetary basis.
4. The cooperation from illiterate and also well-educated women was less as compared to slightly less educated women. This needs further investigation.
5. Local women leadership needs to be developed.

Modernisation of Teaching-Learning Techniques

Maharashtra State Institute of Audio-visual Education, Pune

In this age of space travel and technological progress there is no need to emphasise the importance of audio-visual aids in accelerating teaching-learning process and vitalising instruction. It saves time and labour. In order to promote audio-visual education all over the state and to acquaint persons engaged in the field of education with the normal working and effective use of audio-visual equipment and material, the State Government established the Institute of Audio-visual Education in 1966, and it was shifted to Pune in June 1971. There are five sections in the Institute: Graphics, Photography, Technical, Puppetry and State Film Archive of Educational Films.

The Institute conducts various types of training courses. More than 5000 teachers, teacher educators and inspecting officers take advantage of these courses every year. The following are the details of such pre-service and in-service courses:

Types of Training Courses and Field Activities

S. No.	Nature of Activity	No. of Courses	Appox. no. of Participants
i	Pre-service training courses for B. Ed. & D. Ed. students	31	4,500
ii	In-service training courses for teachers, teacher educators and inspecting officers	12	440
iii	Specialised training courses such as Photography Graphics, Puppetry, Technical and general course	10	217

Field Activities

S. No.	Nature of Activity	No. of Shows	Appox. no. of Participants
i.	Film Show	91	45,500
ii.	Puppet Show	51	2,720

Production

The Institute undertook the production of 35 mm filmstrips based on school subjects. As they are related with topic from the syllabus, These filmstrips are found to be very useful to teachers in classroom teaching. The Institute has produced more than 200 filmstrips. They are supplied to educational institutions in the state on demand on payment at no profit no loss basis.

Publications

Pamphlets, folders, posters on audio-visual education, films and filmstrips, catalogues have been published by this Institute. They are supplied free to educational institutions in the state for their reference. Several institutions in the state seek guidance from the Institute in regard to the purchase and use of audio-visual equipment.

Guidance Service

In order to acquaint secondary school teachers with the preparation of low-cost visual aids and the use of projected aids the Institute has carried out training programmes for secondary school teachers with the help of extension departments in colleges of education during 1974-79. In these five years about five thousand secondary school teachers from 28 districts of Maharashtra were oriented in the field of audio-visual education. Educators from junior colleges of education were trained during the period. These programmes were arranged with the help of regional Deputy Directors. About 1,200 teacher educators were trained.

The Institute also carried out training programmes in audio-visual education for primary school teachers from educationally backward areas in 26 districts. About 1,500 primary school teachers took the benefit of the scheme. In order to equip them the Institute implemented the scheme of supplying audio-visual equipment and material to high schools in tribal areas. The programme is being implemented since 1980-81. Under this scheme 6 high schools from tribal areas were provided with the audio-visual equipment. In the near future it is hoped that at least 30/35 high schools from tribal areas will be provided with the audio-visual equipment and material.

State Institute of English for Maharashtra

The State Institute of English of Maharashtra (SIEM) came into being as an English language teaching institute mainly devoted to training teacher-educators working in the junior colleges. The Institute was established by the Government in 1965 for promoting teaching English language and for equipping teachers with professional skills for it.

Aims and Objectives

The Government Resolution No. STC/2264-G of 29 May 1965 lays down the objectives as under:

The institute is to be set up for bringing about "an improvement in the teaching of English at primary and secondary stages". The functions of the Institute were stated as follows:

1. To run nine months' course to train the staff of the four regional Institutes proposed to be started subsequently and teachers of English in the Secondary Teachers' Training Colleges;
2. To supervise the work of Regional Institutes of English;
3. To conduct seminars and refresher courses for inspecting officers, principals of training colleges; and
4. To conduct research on the teaching of English and prepare English language textbooks.

From its inception the main task of the SIEM has been the pursuit of various activities related to the teaching of English in a dynamic and pragmatic way. The main activities of the Institute are mentioned below.

Training and Allied Activities

A. Long-term Courses

As has been mentioned earlier, the Institute was primarily set up for organising nine months course for teacher-educators from Junior Colleges of Education.

The Institute organised three nine-month courses in the beginning. Later the period was reduced to seven months and the Institute organised two such courses before changing over to three and a half month course for teacher educators. The Institute has organised ten 3 ½ month courses so far. The reason for reducing the duration of the courses for teacher educators was that it

facilitated deputation of teachers by the management, as they were reluctant to depute teachers for about a year.

Besides the course for teacher educators, the Institute decided to organise courses of three-month duration for secondary school teachers teaching to Standards VIII, IX and X with the sanction of the State Government in 1969. The Institute expanded its activities and aimed at improving teaching of English at the secondary school level also. So far the Institute has conducted 22 courses for secondary school teachers.

B. Short-term Courses

The Institute extends help to extension services departments at the colleges of education in the state and helps them to organise short-term courses of four to six days duration for teachers of English by deputing resource persons and materials from the Institute.

In addition to colleges of education, the Institute helps the Headmasters, Associations, English Teachers' Associations, Education Departments of Zilla Parishads and other educational agencies in organising such courses by lending expertise of its resource persons.

The institute has also organised six-day courses for the resource persons who in turn conduct fifteen-day courses for secondary school teachers at various centres throughout the state as part of the Maharashtra English Language Teaching Campaign started by the Institute. The Institute developed these courses after English was introduced as a compulsory subject in Western Maharashtra. This syllabus was called a condensed course. The course was specially designed to bridge the gap between structural items which the pupils missed in Standards V, VI and VII and the structural items they learned in Standards VIII, IX and XII. The campaign was a great success.

The Institute also organised six-day courses for persons from Arts and Science Colleges. These courses were organised to prepare resource persons to train their fellow teachers who taught English to Standards XI and XII after new textbooks were prescribed for these standards by the State Department of Education.

Production of Instructional Material

1. Teachers' Guide for teacher-educators from Junior Colleges of education.
2. Remedial English Exercises for Standards V, VI and VIII.

3. Readers' Handbooks and Workbooks for the Condensed Course.
4. Handbook for Teachers' of Standard V.
5. Readers' Handbooks and Workbooks for Standards VIII, IX and X.
6. Editing of Readers for Standards XI and XII.
7. Publication of Reports on the error analysis of Standard XI answer scripts (old course) of SSC Examination and survey of teaching methods in Standards V, VI, and VII in the state.
8. Handbook for resource persons for
 - (a) MELT Campaign
 - (b) Standard X and
 - (c) Standards XI and XII.

Expertise to other Organisations

The institute provides expertise to the following organisations:

1. Maharashtra State Bureau of Textbooks and Curriculum Research, Pune
2. State Board of Teacher Education
3. All India Radio
4. Educational Technology Cell, Mumbai
5. State Board of Secondary and Higher Secondary Education
6. Other agencies interested in ELT.

The Institute completed following research projects:

- (a) Error Analysis of answer scripts of the Standard XI students at the SSC Examination. This provided a feedback to teachers of English as to what they should do to deal with mistakes.
- (b) Survey of Teaching Methods used by teachers of Standards V, VI, and VII in schools of Maharashtra. This project helped the Institute to devise a programme to improve academic and professional competence of these teachers.

Language Laboratory

The Institute acquired equipment for a language laboratory in 1976. It has extensive taped material and tape recorders. It helped in improving pronunciation of the trainees. The Institute also

extended help to local colleges of education. Educational Institutions could get the material available at the Institute recorded on blank cassettes.

Student Evaluation

The tables 7.18, 7.19 and 7.20 show SSC and HSC results of five years: 1951-1955 and 1996-2000.

TABLE 7.18
SSC, HSC Results of Five Years: 1951-55 and 1996-2000

Year	Exam	Number of Students		Percentage of Passed	Number of Girls	
		Appeared	Passed		Appeared	Passed
1951	SSC	67603	27026	40.00	11159	4962
1961	SSC	125844	63516	50.47		
1961	HSC	5889	3675	62.40		
1962	SSC	139984	78060	55.76		
1962	HSC	7507	4144	55.20		
1996	SSC	1246500	236490	43.03		
1996	HSC	506104	256047	50.59		
1952	SSC	56986	224002	42.00	9187	4421
1997	SSC	1273530	550264	43.21		
1997	HSC	700572	316269	41.58		
1953	SSC	74974	29435	39.20	12101	5513
1998	SSC	1357586	662955	48.83		
1998	HSC	744473	385534	51.79		
1954	SSC	81934	33451	40.80	13814	6676
1999	SSC	1411607	800146	56.68		
1999	HSC	714287	403959	56.55		
1955	SSC	84952	40130	47.20	15250	8301
2000	SSC	1415702	704804	49.78		
2000	HSC	780158	472214	60.53		

TABLE 7.19
Gradewise Distribution of Successful Students at
SSC and HSC Examinations

Year	Number of Successful Students with Grades						Pass Percentage
	Appeared	Distinction	First Class	Second Class	Pass Class	Total Passed	
1951	67603	27026					40.00 SSC
1961	125844 5889	63516 3675					50.47 SSC 62.40 HSC
1962	139984 7507	78060 4144					55.76 SSC 55.20 HSC
1995	1297859 749105	61447 17858	145868 84509	266680 179860	177384 89905	651379 372132	50.19 SSC 49.68 HSC
1996	908055 506104	27721 12307	101561 61632	223489 139705	86490 42403	439260 256047	48.37 SSC 50.59 HSC
1997	1273550 760572	23739 14538	116183 71711	267811 160171	142531 69849	550264 316269	43.21 SSC 41.58 HSC
1998	1357586 744473	42582 19736	161807 101552	305650 179954	152886 84292	662925 385534	48.83 SSC 51.79 HSC
1999	14111607 714287	42947 18133	175385 102235	368331 196843	213483 86748	800146 403959	56.68 SSC 56.55 HSC
2000	1415702 780158	39067 22648	164765 13601	347439 234364	1535331 92201	704804 472214	49.78 SSC 60.53 HSC
2001	1461984 880038	48265 26936	203579 161686	381677 290734	167171 105069	800692 584425	54.76 SSC 66.41 HSC

TABLE 7.20
HSC and SSC Examination Results and the Percentage of Successful Students Securing Different Grades (March 1995-2001)

Year	Exam	Distinction	Grade I	Grade II	Pass	Total Pass %
1995	HSC	2.38	11.28	24.01	12	49.68
	SSC	4.73	11.24	20.55	13.67	50.19
1996	HSC	2.43	12.18	27.6	8.38	50.59
	SSC	3.05	11.18	24.63	9.52	48.37
1997	HSC	1.91	9.43	21.06	9.18	41.58
	SSC	1.86	9.12	21.03	13.23	43.21
1998	HSC	2.65	13.64	24.17	11.32	51.79
	SSC	3.14	11.92	22.51	11.26	48.83
1999	HSC	2.54	14.31	27.56	12.14	56.55
	SSC	3.04	12.42	26.09	14.41	56.68
2000	HSC	2.9	15.78	30.04	11.81	60.53
	SSC	2.76	11.64	24.54	10.85	49.78
2001	HSC	3.06	18.37	31.31	18.03	66.4
	SSC	3.3	13.92	26.11	11.43	57.76

The pass percentage continues to be low in both the examinations. Most students pass in Grade II and pass categories. The percentage of students obtaining distinction and/or Grade I has remained more or less static indicating that in spite of various measures quality of school education remain low.

Financial Assistance Scheme for Action Research Projects in Education

Objectives of the Scheme

The above scheme is being implemented since 1969-70 as per Government Resolution No. TCM-2868-A (E & S.W.D.) dated 18 June 1969.

The main objectives of the scheme are as under:

1. To promote research in school education by persons working in the field.

2. To give financial assistance for research aiming at qualitative improvement of education.
3. To provide technical guidance to research workers taking up action research projects under the scheme.

Criteria for Selection of Action Research Projects

An amount of Rs 10,000 is earmarked for this purpose every year. The candidates selected by selection committee are given help and guidance in the methodology of action research and preparation of their own project-designs in a workshop. Candidates are expected to complete their projects within a year. Project-reports received from awardees are then referred to members of the Selection Committee for evaluation. Certificates are issued to candidates completing the projects successfully.

Achievement

Since the inception of the scheme (1969-70) 111 action research projects have been undertaken by teachers and Headmasters working in primary and secondary schools as well as teacher educators from Junior and Senior Colleges of Education. Out of the above projects 81 action research projects have been completed so far. Most topics selected for action research projects cover areas like school administration, methods of teaching, curriculum and textbooks, educational and vocational guidance, etc. ultimately promoting qualitative improvement of education at various stages.

The findings of these action research projects are brought to the notice of teaching community for their professional enhancement through seminars, workshops and training courses organised at the SCERT or by agencies like extension services departments of colleges of education.

Special Feature of the Scheme

The State Council of Educational Research and Training (SCERT), Pune is a Post-Graduate Research Institute recognised by and affiliated to the University of Pune. Candidates desirous of pursuing the research leading to the Ph. D. (Education) degree register themselves for the same through the Institute. However, the candidates who cannot go in for the Ph. D. degree are encouraged to take up action research project under financial assistance scheme.

Other Research Projects

Besides the above scheme, the SCERT takes up research projects on some pressing needs of the day. The department has specially assigned some of these projects. The Council has completed forty such research projects so far.

Research Bulletin

A quarterly Research Bulletin is published for research scholars in Education. The bulletin gives wide publicity to the research in education at different levels. It has a circulation of 500 copies. It is distributed to all Colleges of Education, Universities, extension service centres and some eminent educationists in the state. The copies are also sent to all SCERTs, Regional Institutes of Education (RIE) in India and NCERT, New Delhi. The Bulletin contains abstracts of Ph. D. and M. Ed. theses, research reports and book reviews. Material published serves as reference material for teachers and researchers.

Primary Education Curriculum (PECR-UNICEF Aided Project)

The project was designed to develop innovative curricula to check dropout rate in primary schools.

Objectives

1. To develop innovative curricula which can meet the educational needs of children especially from weaker sections.
2. To adjust curriculum to the life style of the child.
3. To make learning more meaningful in the existing primary schools.

Scope

The project was implemented in 30 primary schools in 1975 as the pilot phase. It was extended to 100 additional schools later. Thirteen teacher training colleges cooperated with the State Institution of Education (SIE). The Institute was the monitoring agency at the state level. Standards I to IV were covered under the project. The schools were grouped under seven clusters: (i) rural plain area, (ii) forest tribal area of Vidharba, (iii) hilly tribal areas of Western Maharashtra, (iv) irrigated areas, (v) sugar factory areas, (vi) coastal areas, and (vii) urban slum areas.

Procedure

The survey was conducted under the guidance of the NCERT. All preliminaries based on the survey were completed during 1979-80. The draft curriculum for Standard I was prepared and was introduced in July 1981 in Standard I followed by other standards in subsequent years.

Strategies for the Implementation of the Project

1. Emphasis was on study of environment as a subject and medium for integrated approach.
2. Freedom to teachers to modify activities depending on local needs.
3. Flexibility in time-table.
4. Use of learning situation in and out of schools.
5. Creating a joyful and lively climate in school.
6. More weightage to development of competencies rather than the content.
7. Use of decentralised instructional material.

Preparation of Instructional Material

It was proposed to change textbooks. The teams prepared supplementary reading material for different clusters using their specific experiences gathered from survey. Tools for evaluation of students and instructional material for try-out were prepared with the help of project teacher and teacher educators. The curricula and instructional material were revised after the try-out.

Training

Key personnel were trained by the NCERT at the SIE. The training of teachers was organised at Teacher Training Institutes (TTIs).

Achievement

1. Teachers became friendly with team members and were ready to discuss, to innovate, to read and to experiment.
2. They tried to utilise environmental situations.
3. Students became free. They shared group activities like singing, conversation, etc. School climate was changed.
4. Increase in enrolment and attendance was found at the pilot phase.

5. Some teachers and teacher educators developed expertise in curriculum-framing and preparation of instructional material. They could provide their services to other schemes like population education, moral education, etc.
6. State level committee for curriculum revision had accepted Minimum Learning Competencies as the basis for curriculum. Competencies were identified through the project.
7. The committee has accepted suggestion for introduction of environmental studies in Standards I and II and syllabus was submitted to the State Government for approval.

Training Programmes for Teachers and Teacher educators

The SIE conducted a variety of in-service training courses for extension officers, teacher-educators, primary school teachers, secondary school teachers, craft teachers, administrative officers, Principals of B. Ed. and D. Ed. Colleges, etc. Workshops on different subjects had also been arranged. A scheme of continuing education was carried out every year throughout Maharashtra. In-service training courses were organised for primary school teachers at 100 centres in the state besides correspondence-cum-contact courses for untrained teachers in service.

Scheme for Tribal Areas

The SIE conducted a special training course for improvement of quality of education in tribal area. The course was designed to meet the needs of primary school teachers in tribal area.

Objectives

1. To make teachers conversant with the specific learning problems of children in tribal areas.
2. To initiate them to use work and activity methods in teaching of different subjects.
3. To make them conversant with dialect and its use in teaching
4. To enrich curriculum content.
5. To train teachers in various forms of work experience.
6. To innovate techniques of habit formation in health, hygiene and social life among the children.

Content of the Course

In-service training programmes were organised in Marathi, English, Hindi, mathematics, science, social studies and work experience. Other subjects covered included: life and culture of tribal people; tribal dialect; drawing; paperwork; story telling; social development programme; preparation of audio-visual aids.

Achievements

The duration of each course was of 15 days. Twenty-three courses involving 915 participants were organised. Courses were organised in districts with concentrated tribal population, e.g. Pune, Ahmednagar, Nashik, Thane, Dulia, Jalgaon, Chandrapur, Amaravati, Yewotmal and Nanded. Teaching material and books were distributed to the schools through District Education Officers.

Scheme for Teachers in Ashram Schools

A new scheme for training primary school teachers in Ashram Schools was implemented in 13 districts. A 28-day course was organised. Teachers were trained through Junior Colleges of Education in 13 districts.

Population Education Programme

Population Education Programme was launched in Maharashtra on 15 July 1981. Initially the scheme was for five years, i.e. till March 1985. It had the following objectives:

1. To help students develop an insight into interrelationships between population growth and the process of social and economic development of an individual, family and society at national and international levels.
2. To make children and teachers aware of population problems in the country and targets and efforts of the Government of India in solving these problems.
3. To institutionalise population education in formal education system, including universities and non-formal education programmes at the national and state levels.
4. To develop desirable attitudes and behaviours in teachers and students as well as the community at large towards population issues, so that they take rational decisions about family size and the quality of life that they would like to have.

For effective implementation of the scheme a special cell with full-time staff of one Class I and four Class II officers had been set up in the State Institute of Education. The total outlay of the scheme was Rs 42.2 lakh, out of which the UNFPA's contribution was Rs 39.80 lakh with Rs 2.22 lakh as the state contribution.

It was envisaged to cover the following target groups under this scheme:

1. Students in Upper Primary Schools (16,500)	24,59,000
2. Students in Secondary Schools (5905)	13,69,000
3. Pupil Teachers in Junior Colleges of Education (130)	12,028
4. Pupil Teachers in Colleges of Education (47)	8,128
5. Headmasters/Teachers in Upper Primary Schools	16,500
6. Secondary School Teachers/Headmasters	1,200
7. Primary Teacher Educators	260
8. Secondary Teacher Educators	94
9. Primary School Inspectors	1,500
10. Educational Administrators at the district and regional levels	40

Since the inception of the scheme the Cell started working vigorously and had almost completed the schedule of activities planned for 1981-82. Besides status study of population education and training of resource persons, the schedule of activities during 1981-82 included preparation of instructional material for pupils of upper primary schools and secondary schools, pupil teachers of Junior Colleges of Education and Colleges of Education.

Academic and Administrative Support Systems

This chapter deals with academic and administrative support systems needed to monitor the quality of education at school stage.

Teacher Training

The Committee on non-government training colleges was established under the programme of expansion of training facilities; and submitted its report in 1954. It was not clear as to whether all the difficulties were inherent in the curriculum or whether some of them had arisen out of conditions of training. The participation of non-government agencies in the field of teacher training was a newly developed trend. The recommendation of the committee led to the reformulation of the syllabus and other requirements of the training programme. Since then (1956) there have been only a few minor changes in this course and the pattern evolved many years ago substantially continued to function unto 1965 unchanged.

On 10 November 1965 a committee was set up for examining the practices of teacher education and for proposing suitable overall changes, under the Chairmanship of Dr Chitra Naik. The findings of the committee were very wide in relation to building, laboratory, equipment, libraries, location, curriculum, practice teaching standard, etc. The total number of recommendation given by the committee is 222. The salient features of the recommendation are as given below:

1. All teacher education programmes to be thoroughly revised without delay, so as to enable the teachers to perform the difficult but essential task of protecting culture and textbook, preparation for the assimilation of science and technology into the texture of our society.
2. Administrative measures were proposed to be taken immediately in order to introduce the revised teacher education

programme from June 1968. Revision of curricula and textbook, preparation for the change over was proposed to be completed by December 1967.

3. The programme of teacher training was proposed to be made of two-year duration and minimum entrance qualification for full-fledged pre-primary teacher education programmes should be the SSC.
4. Fresh norms were proposed to be evolved for administrative and residential buildings.
5. As regards curricula, guided and also free discussion in the form of properly planned and organised seminars and symposium were expected and to be tackled as the fundamental problems of Education in the country so as to analyse them in terms of social and economic values. This was proposed as obligatory items of practical work.
6. A significant recommendation was concerned with the introduction of in-service teacher training programme at all levels for general professional developments, and specialisation in any aspect of professional work.
7. Correspondence courses were also proposed to be progressively developed as an effective and inexpensive mode of in-service education in professional and content subjects.
8. Some special in-service courses of education for the personnel working at all levels.
9. The committee has also proposed advanced courses and research programmes as part of teacher-training programme as a whole.

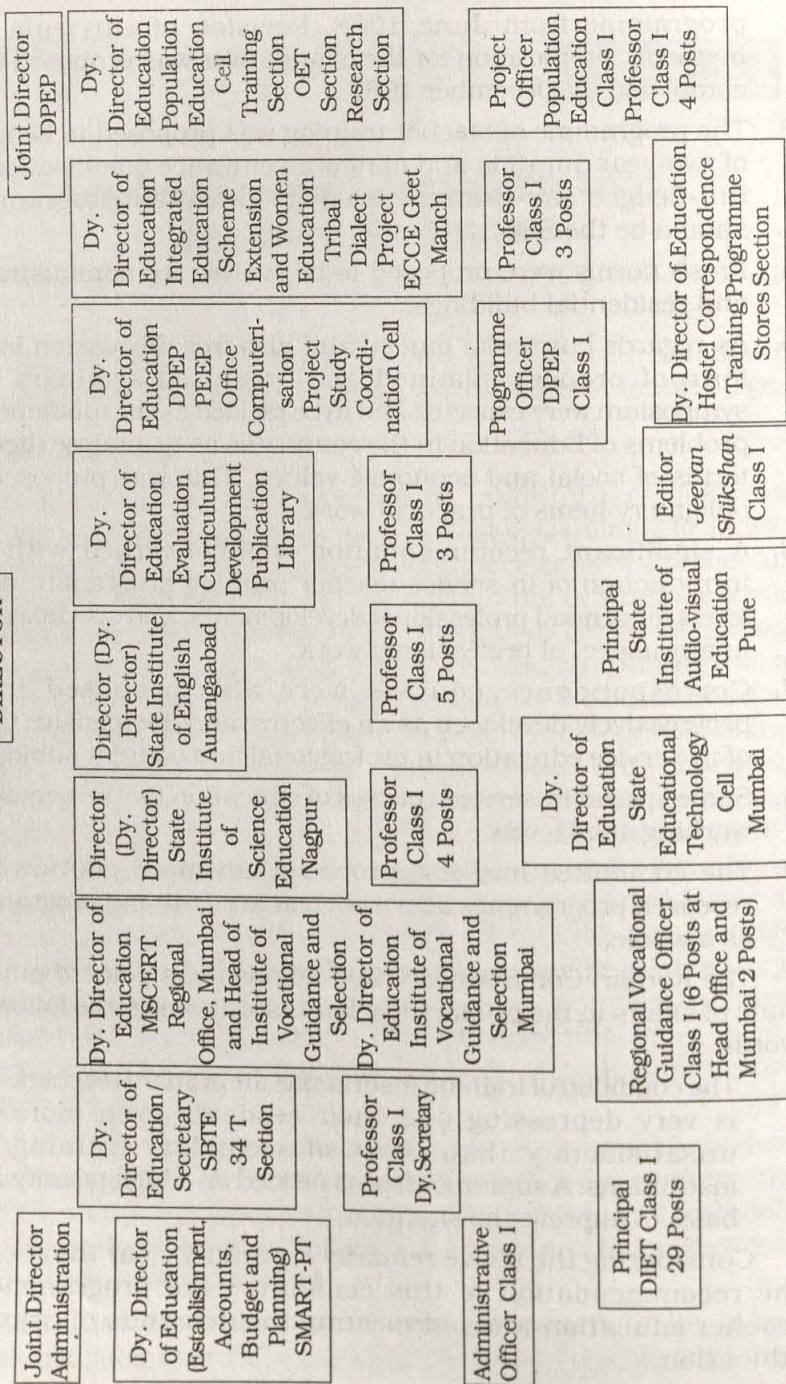
The Kothari Commission (1964-66) also has pointed out the state of affairs in the primary teacher institutions in the following words:

The condition of training institutions for primary teachers is very depressing and their students even more unsatisfactory than those of secondary training institutions. A supreme effort is needed on a high priority basis to improve the situation.

Considering the above remarks it became clear that before the recommendation of this committee the programme of teacher education was not meeting the demands of primary education.

Maharashtra State Council of Educational Research and Training, Pune (Organogram)

DIRECTOR



Growth of Trained Teachers

During the period 1950-56 the percentage of trained teachers with the total number of the population of teachers was about 50 per cent. It has increased since 1955-66 as given in Table 8.1.

TABLE 8.1
Growth of Trained Teachers

S. No.	Year	Total No. of Teachers	Total No. of Trained Teachers	Percentage of Trained Teachers
1.	1955-1956	90,738	40,406	53.30
2.	1965-1966	1,44,514	1,15,417	79.90
3.	1985-1986	2,80,135	2,80,135	94.98
4.	1999-2000	3,13,656		95.00

TABLE 8.2
Growth of Teacher Training Institutions

S. No.	Year	No. of Primary Teacher Training Institutions
1.	1955-1956	77
2.	1965-1966	141
3.	1985-1986	347
4.	1999-2000	275

A. ACADEMIC SUPPORT SYSTEM

The following state level institutes were established to raise teacher competencies. These institutions are carrying out quality improvement programmes and these function as an academic wing of the Directorate of Education:

1. State Institute of Education (SIE), Pune 30 / Maharashtra State Council of Educational Research and Training (MSCERT), Pune
2. State Institute of Science Education (SISE), Nagpur 10
3. State Institute of Audio-Visual Education, Pune 30
4. State Institute of English for Maharashtra (SIEM), Aurangabad
5. State Institute of Vocational Guidance and Selection, Mumbai

6. State Institute of Educational Technology (SIET), Pune
7. State Institute of Educational Technology Cell (ET Cell), Mumbai
8. Maharashtra Institute of Educational Planning and Administration (MIEPA), Aurangabad
9. Maharashtra Prathmik Shikshan Parishad (MPSP), Mumbai.

State Institute of Education (SIE), Pune 30/ Maharashtra State Council of Educational Research and Training (MSCERT), Pune

The Maharashtra State Council of Educational Research and Training (MSCERT) is the academic wing of Education Department. It has state level Sub-Institutes working in the areas like science education, Teaching of English Language, Vocational Guidance and Counselling and Audio-Visual Education. In addition to these Educational Technology Cell, Mumbai provides support services in ET to SCERT. The MSCERT has 14 Sections, each one headed by Class I Officers. There are six Dy. Directors and one Joint Director to assist the Director of the MSCERT in performing academic activities of the Council. The state level Sub-Institutes, except the Institute Audio-Visual Education, are headed by an officer of the rank of the Dy Director of Education. The State Institute of Audio-Visual Education is headed by a Class I Officer.

The State Institute of Education (SIE) was established at Pune in 1964. The Director of the SIE held the status of the Joint Director of Education and worked also as the Joint Director (Training) and as such supervised the training branch of the Directorate. Originally its functions were limited to the improvement of primary education. But from 1977 onwards functions related to pre-school, secondary and higher secondary levels were added. Now the role and functions of the Institute are as follows:

1. To act as an agent of change in school education, life-long, non-formal education in general and teacher education in particular.
2. To arrange for in-service training and orientation of inspecting officers dealing with pre-school, primary school, secondary school and Junior colleges (Higher Secondary).
3. To arrange for in-service training of school teachers, and teacher educators working in teacher training Institutions.

4. To organise programmes, including correspondence-cum-contact courses for the overall professional development of teachers, teacher educators and inspecting officers.
5. To provide extension services to teacher training institutions.
6. To co-ordinate the work of extension services centres of teacher training institutions.
7. To produce instructional material for use of educational institutions and teachers.
8. To conduct studies and investigations into various problems of education in general and in the training of teachers and the teaching of subjects at different levels in particular.
9. To co-ordinate programmes of different state level Institutes as well as Subject Teachers' Associations.
10. To undertake specific projects which Government may entrust to it from time to time.

Since its inception, the Institute has undertaken various activities and programmes pertaining to: (a) training of teachers, (b) providing extension service to schools and training colleges, (c) publishing source material for teachers and teacher-educators, (d) conducting studies and investigations, (e) preparing primary school curriculum, etc. in order to achieve the objectives. The Institute's functions are carried out through the following sections: (i) Training Section, (ii) Extension Section, (iii) Research Section, (iv) Evaluation Section, (v) Occupational Education and Training Section, (vi) State Board of Teacher Education, (vii) Programmed Learning Unit, (viii) Publication Section, (ix) Correspondence Course Unit, (x) Curriculum Development Unit, (xi) CAPE Unit, and (xii) Population Education Cell.

In order to cater to the needs of ever advancing education the Government has established Institutions from time to time. This enabled innovations and introduction of new methods in pre-service and in-service teacher training, in-service vocational guidance, audio-visual education, English language and other areas of training. The State Institute of Education was upgraded and the Maharashtra State Council of Educational Research and Training was established in August 1984. All the state level educational institutions have been brought under one umbrella, i.e. Maharashtra State Council of Educational Research and Training. The task of implementation of various schemes under National Policy on Education (NPE) 1986 has been entrusted to the

TABLE 8.3
SMART-PT: 1997- 2001
Number of Teachers Trained at Various Levels

	Standards I and II 1996-1997			Standards III and IV 1997-1998			Standard V 1998-1999			Standard I English 1999-2000			Standard II English 2000-2001		
	State	District	Block	State	District	Block	State	District	Block	State	District	Block	State	District	Block
Participants Expected	844	12182	172288	1048	20267	170353	1068	9856	98126	1442	13556	135023	912	10504	126999
Teachers	858	11937	156495	906	9433	156222	1000	9095	91623	1403	12892	130584	885	10185	118594
Resource Persons	107	1228	15816	114	1022	10122	178	1076	9898	148	1418	13576	80	912	10504
Resource Persons	107	1228	15816	114	875	14350	104	1000	9095	148	1305	12861	80	885	10053
Programmes Proposed	19	305	6019	26	235	4266	26	274	2474	37	354	3398	20	228	2626
Actual	19	305	6019	26	235	4266	26	259	2618	39	346	3434	20	224	2559

Council. The Council has also been entrusted with organising various educational programmes for pre primary, secondary and higher secondary schools. The MSCERT organises training courses for primary and secondary teachers, teacher-educators and Extension Officers. The courses are designed to develop teacher competence for improving the quality of education. Table 8.4 indicates the training courses conducted, conferences and seminars organised, and meetings held.

TABLE 8.4
Training Courses, Conferences, Seminars, etc.

Sl. No.	Activity	Duration	1999-2000 Actual		2000-2001 Anticipated		2001-2002 Estimated	
			No. of Activities Conducted	No. of Participants	No. of Activities Conducted	No. of Participants	No. of Activities Conducted	No. of Participants
1	Training	1-21 days	86	3365	100	5000	150	7500
2	Conferences, Seminars, etc.	1-5 days	5	300	1	68	2	200
3	Meetings	1-3 days	9	540	9	540	12	720

Statewide Massive and Rigorous Training for Primary Teachers (SMART- PT)

In 1996-97, the Maharashtra State Council of Educational Research and Training, Pune, launched a Statewide Massive and Rigorous Training Programme for Primary School teachers with a view to implementing competency-based curriculum in primary schools. The SMART-PT training programme enabled teachers to develop their professional competencies. The training programme proved to be good for refreshing and strengthening the teachers in the state.

This massive and rigorous training true to its name was provided to 1,68,290 primary school teachers (teaching to Standards I and II) in 1997-98, 70,353 teachers teaching to Standards III and IV in 1999-2000 and 98,104 teachers teaching to children of Standard V in 1998-99.

The Government has introduced English as a subject in Standard I in all recognised non-English medium primary schools in the state. Training of teachers on a large scale was a difficult task. The MSCERT organised the training programme for teachers teaching to Standard I in 2000. The Council prepared syllabus of English for Standard I in 1999-2000. About 1,30,584 primary school teachers received six-day training in May and June 2000. Syllabus for Standards II-IV has been produced in 2001 and 1,27,000 primary school teachers were given training in May and June 2001. Training of about 1,40,000 primary school teachers teaching to Standard III in 2002-2003 was proposed.

State Board of Teacher Education

The State Board of Teacher Education (SBTE) offers an opportunity of in-service training to primary school teachers and provides updated professional knowledge to them through a training programme of 23-day duration. Seventy-seven training colleges impart in-service training to primary school teachers through 108 divisions. Respective District Education Officers (Primary and Secondary) depute these teacher from districts for in-service training. The SBTE has proposed the following schemes to be implemented during 2000-2001.

1. To develop and print syllabus, and a handbook for short term courses to be organised in DIETs.
2. To conduct training of lecturers and senior lecturers from DIETs.
3. To organise meetings of the members of the SBTE.
4. To revise the syllabus for D Ed. course.
5. To scrutinise the D Ed. code for necessary corrections.

Correspondence Course Scheme

With a view to reducing the number of untrained primary school teachers, the D Ed. course by correspondence was introduced in 1973 and came into force in 1974. Teachers under this programme are supplied with learning material in either of the two media, viz. Marathi and Urdu. They are provided proper guidance for practical work at selected guidance centres located in different districts of the state. Untrained primary school teachers who have passed the SSC examination are eligible to undergo training through correspondence. The *Shikshan Shastra Padvika* syllabus has been continued from 1987-88.

TABLE 8.5
Number of Teachers Trained through Correspondence Course
1974-2000

<i>Period</i>	<i>Number of Teachers Trained</i>
1974-1980	24,374
1981-1990	12,730
1991-2000	12,647
Total	49,751

The Government has recently taken a decision that candidates who have passed SSC examination even without English, Mathematics and Science are also eligible to seek admission for D. Ed. correspondence course (vide Government Resolution No. CVT - 11797/1096-97/Mashi 4 dated 7 January 1998).

State Institute of English for Maharashtra (SIEM), Aurangabad

No educational system can afford negligence towards the teaching of English. The teaching of English has always enjoyed the place of supreme importance which it deserves. The Institute intends to strengthen the teachers of English through various training programmes. The Institute caters to the needs of not only the teachers but also of the teacher-educators, Headmasters, the Principals and field officers. The main objectives are given below:

1. To improve the teachers, linguistic competence and to train them in teaching methodology.
2. To orient the teachers regarding current syllabus, textbooks, and the instructional material.
3. To develop a method of inspecting and supervising English classes.

The programmes undertaken by the Institute are directed towards qualitative improvement in linguistic ability and methodology of teaching English. Following activities/programmes are conducted at the Institute:

1. In-service teacher training for teachers of English;
2. Publication of Journals;
3. Development of teaching-learning material and support material;
4. Extension programmes.

State Institute of Educational Technology Cell (ET Cell), Mumbai

In the present age of technology it is but natural that education should use advanced technology. The Institute of Educational Technology Cell was established in 1973 to promote the use of educational technology in schools. During 1987 to 1990 the Institute had been working as a sub-office of the State Institute of Educational Technology. In 1990 it was transferred with the name of Educational Technology and came under the umbrella of MSCERT as one of its state level institutes.

The Cell conducts various programmes to promote use of mass media like radio and TV in classroom teaching. It also prepares certain prototype learning materials for use in schools. During the Eighth Five Year Plan there was an addition of Audio Production Centre in the Cell. The Educational Technology Cell performs the following regular activities:

1. Co-ordination with all AIR stations in Maharashtra;
2. Organisation of courses in script writing for radio and TV;
3. Conducting statewide meetings of teachers, headmasters and field officers for orientation to the use of technology;
4. Production of audio material related to teaching-learning process.

The programmes undertaken in 1999-2000 are shown in Table 8.6

TABLE 8.6
Programmes, Duration and Number of Participants

S. No.	Year 1999-2000	No. of Days	Participants
1.	Script writing course for Radio and T.V. (1)	-	-
2.	Seminars and meetings	2	60
3.	Development of audio scripts for cassettes	4	36
4.	Audio Cassette production 60-min. duration(4)	-	70
5.	Radio Play-writing workshop	-	-
6.	a) Essay Competition b) Singing Competition	3 2	700 100
7.	'Shravan Puraskar' Scheme for all districts in Maharashtra	-	30 Shields were given
8.	Radio Scriptwriting workshop	2	65

9.	Radio Script writing course (2) (2x10)	6	60
10.	T.V. Script writing workshop	10	30
11.	Radio Play-writing workshop	5	30
12.	Essay writing competition	1	400
13.	Video programme production (2 programmes of 30 min. duration)	-	-
14.	Audio Cassette production (5 cassettes of 60 min. duration)	-	-
15.	Seminar for lecturers in DIET	2	60
16.	Cassette evaluation meetings /workshops	2	60
17.	'Shravan Puraskar' Scheme for all districts in Maharashtra	-	School having Two-in-one
18.	'Shravan Puraskar' for students	-	Standards. III and IV Students.

State Institute of Educational Technology (SIET), Pune

Educational Technology Cell was established in 1972 at Worli, Mumbai under the centrally sponsored scheme. The scheme was further expanded and the State Institute of Educational Technology was established in Pune with the following objectives:

1. To advise and assist education department for effective implementation of Government policies at various levels of education.
2. To produce audio cassettes and video programmes related to school syllabus and value education and telecast them.
3. To produce high quality audio cassettes and video cassettes to raise quality of education and to make them available at reasonably low prices to teachers, students and parents.

The SIET is an autonomous body devoted to audio and video production for ETV. The Institute has supplied radio-cum-cassette players and colour television sets to schools in the state. The number of sets supplied and the beneficiaries are shown in the table on next page:

TABLE 8.7
Number of Radio-cum-cassette Players and
Colour TV Sets Supplied with Beneficiaries

<i>Name of the Scheme</i>	<i>Year</i>	<i>Number of Sets</i>	<i>Number of Schools (Beneficiaries)</i>
1. Supply of Colour TV Sets to ZP Primary Schools	1993-94	4082	4082
	1994-95	4082	4082
	1995-96	4544	4544
2. Supply of Radio-cum-Cassette Player Sets to ZP	1990-91	18375	18375
	1991-92	10713	10712
Primary Schools	1992-93	4278	4278
	1994-95	7478	7478
	1997-98	14150	14150

District Institute of Education and Training (DIET) (Centrally Sponsored Scheme)

The National Policy on Education 1986 emphasised the need of overhauling the teacher training at the primary stage. As a result district level institutions were established. They are called District Institutes of Education and Training, popularly known as DIETs. In Maharashtra DIETs were established in two phases. Fourteen DIETs in the first phase at Pune, Dhule, Parbhani, Amaravati, Chandrapur, Kolhapur, Beed, Akola, Panvel, Raigad, Buldhana, Aurangabad, Osmanabad and Latur came into existence in 1995-96 (vide G.R. No. PTC/1095/(29/95) SE-4, dated 19 June 1995). Government Junior Colleges of Education were upgraded to DIETs. As there was no Government Junior College in Mumbai, the DIET was not established there. Fifteen new DIETs in the following districts were established in 1996-97: Ahmednagar, Satara, Ratnagiri, Nagpur, Bhandara, Wardha, Nashik, Thane, Jalgaon, Jalna, Yewotmal, Gadchiroli, Sindhudurg and Sangali. Twenty-four posts were sanctioned for each DIET vide G.R. dated 19 June 1995.

Teachers' Training

Pre-service Training of Teachers

Government Junior Colleges of Education: The annual requirement of primary teachers is about 3 per cent of the total strength of primary teachers. The minimum qualification required for the recruitment of primary teachers is HSC, D Ed. There are 21 Government Junior Colleges of Education in the state. They conduct a pre-service D Ed. Course of two year duration. A composite course for primary and pre-primary teachers training was introduced in the year 1982-83. Now it is closed. In-service courses for primary teachers are also conducted in these colleges. There are 26 divisions with an intake capacity of 40 per course.

Assistance to Non-Government Junior Colleges of Education: There are 99 aided Non-Government Junior Colleges of Education run by voluntary organisations in the state. There are also 124 Non-Government Junior Colleges of Education run by private managements on no-grant-in aid basis from 1999-2000. Some Non-Government Junior Colleges of Education also conduct in-service training courses for primary teachers. The grant-in-aid formula for non-Government Junior Colleges of Education is as under:

1.	Salary	100% Minus fee receipt
2.	Rent	100%
3.	Other Expenditure	15% of the admissible expenditure

Payment of salaries to the employees in non-Government Junior Colleges of Education is made through Pay Units with effect from 1 November 1977.

Maharashtra Institute of Educational Planning and Administration (MIEPA), Aurangabad

The Government of Maharashtra took a vital decision to set up a state level institution (MIEPA) with a view to provide orientation and training in educational planning, management and administration to the departmental officers, and supervisory and inspecting staff working at various levels. Accordingly MIEPA was established at Aurangabad vide G.R. SED No. PRE -1093/6807 PRASHI-3 dated 7 May 1994. The Memorandum of Association and Rules for the Government of

Maharashtra approved MIEPA vide G.R. SED No. PRE/1094/(79027) PRASHI-3 dated 20-10-1994. MIEPA was duly registered under Societies Registration Act 1860 in January 1995 vide Registration No. MAH Aurangabad 43/95 dated 17 January 1995 and since then it is working as an autonomous body.

Education requires a good organisation, implementation and attainable goals. A good deal of manpower is required to translate these aims into reality. Apart from teachers all functionaries and officers are required to strive for achievement of these goals. The MIEPA was established to provide training in planning, management and administration of education to all officers at different levels. This Institute was established on 7 May 1994 at Aurangabad. The Institute provides training to different level officials in the educational department in the state. The following are some of the fields of educational training and development. These are addressed at the Institute.

1. Micro-planning
2. Office management
3. Time management
4. Stress management
5. Personality development
6. Gender equality
7. Indicators of educational development
8. Evaluation procedures
9. PMIS
10. Cohort analysis
11. MCSR rules
12. Pension rules
13. Contingent expenditures
14. Introduction to computers
15. Freedom from bad habits
16. Participation of society in primary education and in the working of schools
17. Duties and responsibilities of Education Officers/BEO/Dy Officers/HM/ADEI
18. Developmental administration
19. Action research
20. Role of sympathy and suggestions in education
21. Motivation

Objectives

1. To become a state level centre for excellence in educational planning and administration intended to improve the quality of planning and administration in school education (including non-formal and adult education).
2. Development of training courses for educational administrators to achieve the goals of Education for All.
3. Development of training modules on educational planning and administration for achieving DPEP goals.
4. Gender sensitisation.
5. Development of cooperation and co-ordination between various departments like — Women and Child Welfare, Health, etc.
6. Training in administrative and financial procedures.
7. Development of innovative approaches for effective supervision and evaluation of schools.
8. Effective use of electronic and folk media in creating social awareness.
9. Training in methodologies and techniques of Minimum Levels of Learning.

Programmes and Projects Completed

The following are the projects completed by MIEPA. Detail given in table 8.8.

Job Analysis of Education Officers

Education Officer and other subordinate officers expressed their deep concern for their job. They raised a number of problems regarding their duties, functions, powers and expectations about their achievements. They explained their job contents while working in Zilla Parishad. This state of affairs motivated MIEPA officials to undertake the project of Job Analysis and preparation of complexities of the Education Officer's job and new challenges likely to be faced in coming years. A questionnaire was prepared and was given to all Education Officers (primary). After collection of data and interview schedule the report was prepared.

Handbook for Block Education Officers (BEOs)

In the last three years the Institute undertook various training programmes for BEOs. During training sessions it was suggested

that the BEOs face administrative and educational difficulties. Therefore a need of a handbook was acutely felt. In pursuance of this suggestion, the handbook for BEOs was prepared.

1. Preparation of a handbook for BEOs.
2. Educational Planning.
3. Educational Management and Administration.
4. Impact study of the need-based short-term training programme on the professional behaviour of (BEO) trainees.
5. Project Report on Renewal and Reform of Primary School Management System (Trial Area—Vaijapur Taluka, Aurangabad district).
6. Report on the reforms as suggested by the Government of Karnataka under the heading Interdicting Transparency, Merit and Rationalisation in the Recruitment and Development of Elementary School Teachers.

Mock assembly was arranged to guide the Education Officers (primary and secondary) to answer all such questions which are asked in Vidhan Sabha and Vidhan Parishad. Two such mock assemblies were planned and organised separately for Education Officer (primary) and Education Officer (secondary) on 3 and 4 August 1998. Separate reports on these mock assemblies were prepared. This activity was basically aimed at giving training to officers about how best to answer LAQs.

Programmes and Projects (2000-2001) Summary

			Total
A Class I	Sr. Lecturer, DIET	2	
	Jr. Lecturer, DIET	2	4
B Class II	BEO/HM	1+1	2
C DPEP Distt.	Dy. Project Officer	2	2
D ADEI/ Asstt.	Proj. Officers (Adult)	6	6

Training Schedule 2000-2001

March 2000	Planning discussion of Annual Programmes	
April 2000	Planning discussion of Annual Programmes	
May 2000	Final Programme	
June 2000	Sr. Lecturer, DIET	1
	ADEI/ A.P.O.	1

July 2000	H.M.	1
	BEO	1
	Sr. Lecturer, DIET	1
August 2000	ADEI/ A.P.O.	1
	ADEI/ A.P.O.	1
September 2000	BEO	1
	Sr Lecturer, DIET	1
November 2000	Jr Lecturer, DIET	1
	ADEI/ A.P.O.	1
December 2000	Jr Lecturer, DIET	1
	DPEP Officers	1
January 2001	ADEI/ A.P.O.	1
	Workshop I	1
February 2001	ADEI/ A.P.O.	1
	Workshop II	1
March 2001	Workshop III	1
April 2001	Training Schedule Preparation	1

TABLE 8.8
MIEPA Programmes and Project Beneficiaries

Year	Class I	Class II	Class III	Total No. of Trainees	Remarks
1995-96		25	124	222	371. ----
1996-97	23	226	238	487+35 = 522	A Seminar on Girls Education 35 Trainee Officers were Present MES Class II HM Office Superintendents
1997-98	14	125	193	332	4 Training Programmes for DPEP Officers 1) MES Class II-02 2) MES Class II-02
1998-99	64	146	137	347	Moc Assemble Programme on LAQ/LCQ MES Class I- (Pri.) Mes Class II-(Sec.)
1999-00	31	88	91	210	
2000-01	—	119	77	196	
Total	157	863	958	1978	

Difficulties

1. Inadequacy of permanent teaching staff
2. Inadequacy of staff for research wing
3. Inadequacy of administrative staff
4. Lack of technological facilities (Computers, Computer Room, Library, Reading Room, etc.)
5. Administrative building
6. Construction/accommodation for trainees.

Future Vision

1. To equip library by adding books on allied subjects like educational psychology management, planning, administration and methods of evaluation
2. To provide solutions to problems of Education Officers
3. To develop a good building for housing classrooms, computer cell, library and auditorium-cum-recreation hall
4. To provide lodging and boarding facilities to outstation trainees
5. To publish an educational journal
6. To develop educational consultancy centre
7. To develop plans to revitalise administration.

B. ADMINISTRATIVE SUPPORT SYSTEM

Organisation and Administration of School Education

In Western Maharashtra, the Primary Education Act, 1947 and Rules framed there under came into force from 1 April 1949. The Government practically assumed full responsibility for financing the scheme of compulsory primary education. The District School Boards were responsible for primary education in rural areas while the Municipal School Boards were responsible in areas of their jurisdiction. Non-authorised Municipalities contributed their share to the District School Boards in the areas. In Vidarbha the organisation and administration of primary education was entrusted to Janapad Sabhas like District School Boards in Western Maharashtra. Primary education in Marathwada was under direct control of the state Government. As per the policy of decentralisation, the administration and organisation of primary education now vests with the ZPs.

Introduction of Compulsory Primary Education

Compulsory Primary Education was introduced in 1947-48 in Western Maharashtra in all places with a population of 1000 and above according to the 1941 census. It was applied progressively to the children in the age groups 7-8, 7-9, 7-10 and 7-11. Compulsion was made applicable to places with a population less than 500 during the Second Five Year Plan period. In Vidarbha, the compulsory primary education was governed by Primary Education Act, 1950 and the amended Act of 1956 of the Ex-MP Government. The Hyderabad Compulsory Primary Education Act of 1952 was enforced in 1953 in all villages covered by the Community Development Projects in Marathwada. A peculiar feature of the scheme was that compulsion was not introduced age-wise but all the children between ages 6-11 were brought together in the infant class.

Different Directorates of Education performed three main functions: administration, academic and evaluation. The administrative functions are controlled and co-ordinated by the Director of Education (Secondary). Moreover, he/she looks after secondary and higher secondary education also. He/she is assisted by Joint Directors and other officers, viz. Joint Directors of Education, State Project Controller, Deputy Directors of Education, Accounts Officers, Senior Statistical Officer, Administrative Officer, O & M Officer, etc.

Joint Directors and Deputy Directors assist the Director in academic and administrative matters. The Assistant Director (Accounts) in MFAS (Class I) assists the Director in all matters pertaining to accounts of the Department. The Directors of Education control all academic activities up to the level of primary, high school and higher secondary education level.

There is an independent statistical wing, headed by a Senior Statistical Officer Class I for collection and compilation of statistical information about educational activities. The State Government has given special importance to Tribal Education and a post of Administrative Officer, Tribal Sub Plan in M.E.S. Class I has been instituted in the Directorate. He/she is expected to look after the implementation of the various plan schemes, sponsored schemes, etc. for the development of 14 tribal districts in the state.

At present a three-tier system is in operation in the education administration, i.e. state level, regional level and district level. There are seven regions, which are headed by Deputy Directors of Education: Assistant Director, Science Consultant, Deputy

Education Inspector, assist the Regional Deputy Director of Education for academic purpose and Senior Accounts Officer in (MFAS) Class II for account matters. Generally four districts are included in each region, except Aurangabad, Kolhapur, Nagpur and Mumbai regions. The Aurangabad region has seven districts and Kolhapur and Nagpur regions have five districts. Deputy Director of Education, Greater Mumbai looks after all education activities in the Greater Mumbai area.

Regional Deputy Director of Education is mainly responsible for supervising the work of district officer and government Institutions in their region at primary, secondary, adult education and junior colleges. For co-ordination of educational activities in the region, the Regional Deputy Director of Education as the representative of the Director of Education is also required to function as an executive officer within the region. The post of Assistant Director was created for the purpose of inspection of higher secondary schools.

The Maharashtra State Bureau of Examination conducts all types of examinations (except SSC and HSC examinations). The Bureau also conducts competitive examinations for grant of various scholarships at various levels of school education. The work regarding Primary Teachers Entrance Examination is also allotted to the Bureau. For smooth conducting of various examinations within the time limit, the Government has taken the decision to make the Bureau an autonomous body. One post of the Director (Examination) along with some other posts has been created for the purpose.

The Government of Maharashtra created flying Inspection Squads for each district for supervision of primary schools in 1981. The work of conducting inspections of primary schools was recently assigned to Education Officer (Primary) of the Zilla Parishads. He/she is expected to pay surprise visits to primary schools. The Government has also created a post of Block Education Officer for each block. There are 325 blocks in the state. The Government has already established five Government public schools at Dhule, Pusegaon, district Satara, Aurangabad and Amravati and also at Kelapur of district Yeotmal to extend educational facilities particularly to students coming from rural and tribal areas.

With the formation of Zilla Parishads on 1 May 1962 the control of primary education, inspection and grant-in-aid to secondary

schools was transferred to the ZPs. Education Officers are now under the direct control of the Chief Executive Officer. Deputy Director of Education is now expected mainly to give technical guidance to ZPs. Since it was not possible for the EO to pay adequate attention to supervision and guidance of secondary schools, a separate district supervisory unit was proposed accordingly. An independent Class I Officer has headed the primary section at district level. Similarly Class I post in each Zilla Parishad has been created in October/November 1983 to look after secondary education independently.

The education wing comprises two parts, i.e. Administration and Education. The Administrative wing has earlier only Class II officers. Creation of additional posts in Class I would have involved additional liability to Government. In order to minimise the expenditure 14 Class II posts of Superintendents have been upgraded to Administrative Officers at Headquarters and regional level. As a result it has now been possible to take appropriate decisions and decide cases at their level. This has also reduced the administrative workload of senior officers. They can now spend more time in the field. The functions of the Director as the Head of the Department are as follows:

1. To advise the Government generally in educational matters.
2. To administer educational Institutions established or maintained by the state.
3. To establish and maintain such new educational institutions as deemed if necessary.
4. To utilise funds provided by the Government for educational purposes.
5. To supervise and control educational Institutions maintained by voluntary organisations, local bodies, etc. In accordance with orders issued by the Government from time to time.
6. To give technical advice to local authorities for proper implementation of educational schemes transferred to them.
7. To prepare Five Year and annual plans for general education and implement them.
8. To advise District Planning and Development Councils for more funding of district level schemes.

9. To conduct research and developmental activities for improvement of educational administration, supervision, teachers training, etc.

The Government of India lays a special emphasis on work relating to adult literacy and various programmes thereunder. According to the pattern suggested by the Government of India this work has been entrusted to senior officers from the Directorate and he/she is designated as Director of Education (Adult Education now called Continuing Education). He/she has been given assistance of three officers — a Joint Director of Education and two Deputy Directors of Education. Similarly with a view to speed up the implementation of adult education programme at the district level, 30 posts of Project Officers have already been created.

Secondary Education

Universalisation of primary education has led to massive demand for secondary education. Secondary stage covers education up to Standard X and Higher Secondary up to Standard XII.

In Maharashtra in the field of education, especially at secondary stage, non-Government institutions are performing important role. The private bodies run most of the schools. The Government pays grant-in-aid to them. Local bodies like Corporations, Municipalities are also running secondary schools in their jurisdiction. Some secondary schools, which were run by the princely states, have been handed over to private society. In Western Maharashtra most of the Secondary Schools are run by the private societies. In Vidarbha private organisations and Government run regional secondary schools. In Marathwada region (Ex. Hyderabad State) secondary schools were run by the Government. At present secondary schools are run by private bodies, Zilla Parishads, Corporations, Municipalities and cantonment boards. The Government of Maharashtra gives 100% salary grants and non-salary grants are given as per provisions in S.S. code. There are 14,010 schools, 2, 32,000 secondary teachers and 79,98,000 students in secondary schools in the state.

In the post-Independence years the number of students has been increasing. Hence it became necessary to sanction additional divisions in secondary schools which are mainly established by private managements. The Government, vide Government

Resolution No. 1099 (1706/99)/SE dated 11 October 2000, has decided to sanction grant-in-aid to non-aided secondary schools except English medium schools on conditions laid down by the Government. Some private societies run secondary schools on unaided basis.

Government Public Schools

The Maharashtra Government has established Government Public Schools in 1966 for the nurturing and development of the talented students in rural areas. The Public Schools are at Pusegaon, district Satara, Amaravati, Dhule and Aurangabad. The students are selected for admissions to Standard VI in these public schools on the basis of merit at a competitive entrance examination. At Yeotmal a Public School is run for talented tribal students.

Satara Sainik School

The Sainik School at Satara was started from 23 June 1961. The Sainik School Society under the Ministry of Defence runs it. It is a residential school which prepares students for National Defence Academy Examination. The main objective of the school is to impart Military education up to higher secondary stage and to prepare boys for entrance examination to the National Defence Academy. Sainik School was established at Satara for its historical importance. An autonomous body known as Board of Governors, New Delhi administrates all the Sainik Schools all over India. The Hon'ble Defence Minister in the Central Government is the President of the Society. The Chief Ministers/Education Ministers of respective states remain the members of the body. The entrance examination is held at the national level in February every year. The selected students are admitted in the school in the month of July.

Language abilities and intelligence tests are the subjects for the entrance examination. Question papers are based on the syllabus prescribed for Standards I to V. The eligible students have to go through oral test/interview and medical check up. Only 100 students are selected for the Standard VI. Out of 100 seats 25% seats are reserved for the wards of the defence employees and 22.5% seats reserved for the students from SC and ST categories. The medium of instruction is English and there are classes from Standards VI to XII. The total strength of the students at the school is 600.

In addition to the Satara Sainik School, there are two more Military schools, namely, Bhosala Military School at Nashik and Shri Shivaji Preparatory Military School at Pune. These two schools are run by private societies. The schools receive grants on the lines of private aided schools.

Navodaya Vidyalayas

Navodaya Vidyalaya is a centrally sponsored scheme, which is administered by the Navodaya Vidyalaya Samitee, New Delhi. The scheme was launched in Maharashtra in 1985-86. Navodaya Vidyalayas have so far been started in 28 districts. Students of Standard V from the rural area are eligible to appear for competitive entrance examination. They are admitted on the basis of merit at the Navodaya Vidyalaya entrance examination. The schools have classes from Standard VI to XII. The Navodaya Vidyalaya Samitee prepares syllabus of these Vidyalayas. The medium of instruction is Hindi and English.

Non-Salary Grants to Aided Ex-government Secondary Schools

There are Ex-Government high schools, in the state, majority of them are in Marathwada. Zilla Parishads now manage these schools. The Government has been paying salary grant through ways and means advance since April 1992. These schools have been provided with non-salary grant on the lines of private aided secondary schools on the basis of development index. The payment of non-salary grants is also through ways and means advance.

Teachers Training

From 1 January 1986, the primary and secondary school employees have been given pay scales as per recommendations of the Chattopadhyaya Commission. Three-tier pay scales have been introduced to teachers since January 1986. It is necessary for a teacher to complete qualified service and 21-day training for getting the scale. However, it is also necessary to satisfy other service conditions. Responsibility of imparting training has been fixed on YCMMV Nashik and SSC Board. The following important projects were included in the Ninth Plan.

1. Additions to be made in the inspection panels/squads
2. Formation of new inspection panels for new districts

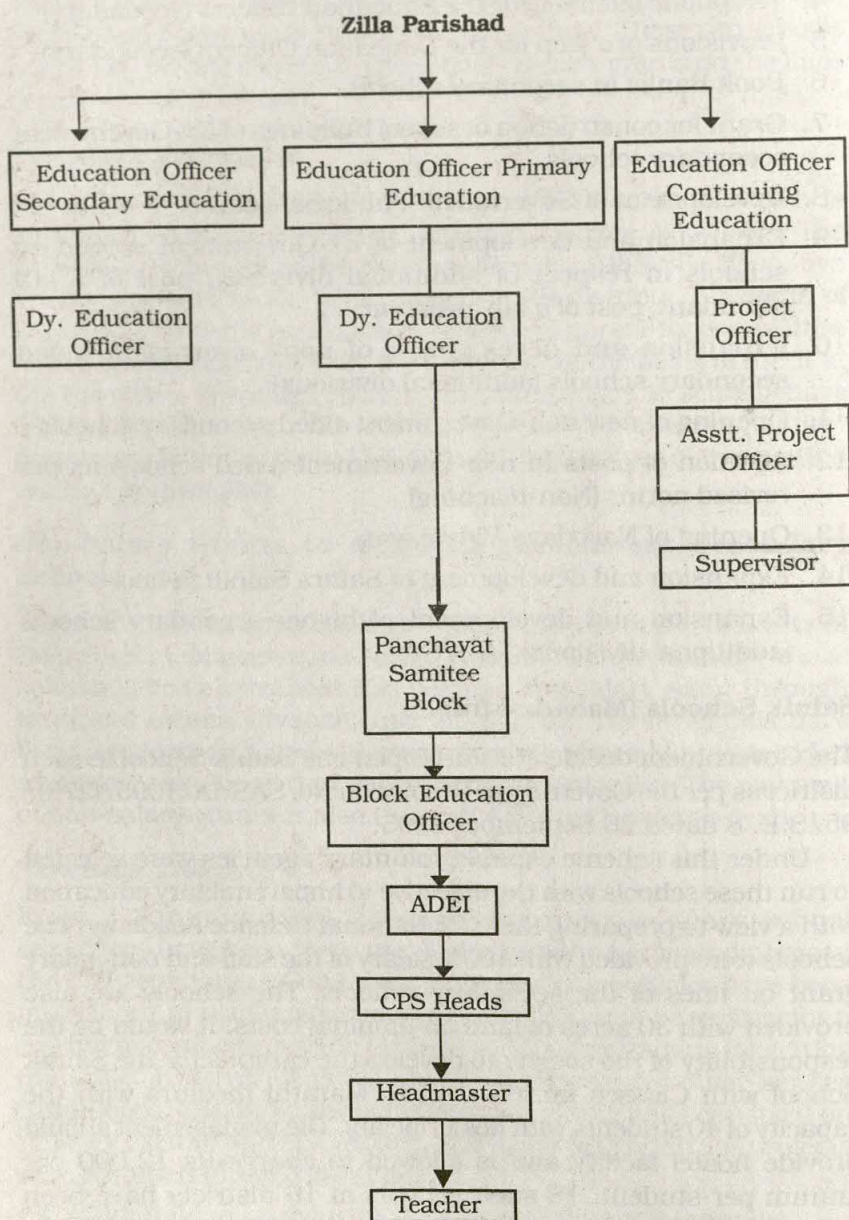
3. Additional staff for pay and Provident Fund unit
4. Telephone facilities for the Education Officers (secondary)
5. Provisions of a jeep for the Education Officers (secondary)
6. Book Banks in secondary schools
7. Grant for construction of school buildings of Ex-Government secondary schools
8. Development of Government Public Schools
9. Expansion and development of Ex-Government secondary schools in respect of additional divisions, post of a lab attendant, post of a lab assistant
10. Expansion and development of non-Government aided secondary schools (additional divisions)
11. Opening of new non-Government aided secondary schools
12. Addition of posts in non-Government aided schools as per revised norms (Non-teaching)
13. Opening of Navodaya Vidyalayas
14. Expansion and development of Satara Sainik School
15. Expansion and development of higher secondary schools (additional divisions).

Sainik Schools (Maharashtra)

The Government decided to start/open one Sainik School in each district as per the Government Resolution No. SASHA/1095/(278)/95/S.E. 8 dated 26 September 1995.

Under this scheme capable voluntary agencies were selected to run these schools with the objective to impart military education with a view to preparing them for National Defence Academy. The schools were provided with 100% salary of the staff and non-salary grant on lines of the secondary schools. The schools are also provided with 30 acres of land on nominal costs. It would be the responsibility of the society to develop the campus for the Sainik School with Classes from V to X in Marathi medium with the capacity of 40 students with hostel facility. The management should provide hostel facility and is allowed to charge Rs 12,000 per annum per student. 18 such schools in 16 districts have been started for boys and one school for girls. 4,269 boys and 137 girls have enrolled themselves. 198 male and 25 female teachers are appointed in these schools.

District Level Educational Administrative Structure



Inspection and Supervision

Inspection of Secondary Schools

Thirty-three posts of Education Officers in MES Class I cadre are available in 35 Zilla Parishads in Maharashtra and of 3 Education Inspectors in Mumbai. Education Officer is expected to inspect annually at least 20 secondary schools, while Education Officer/Inspector/Block Education Officer is expected to inspect 40 secondary schools in a year. Besides inspection, these officers are required to attend to work of educational planning and administration of the districts, which include administrative control and grant-in-aid to secondary schools.

Higher Secondary Education

From academic year 1972-73, the new pattern of 10 + 2 + 3 has been adopted progressively in Maharashtra State. The + 2 stage of Higher Secondary Education (designated also as the Junior college stage) is introduced throughout the state from the academic year 1975-76. The classes of the first and the second year of Junior College (Standards XI and XII) have been started in selected Secondary Schools and Colleges.

The students up to the end of Standard X receive education of general nature. In the higher secondary stage of two years, it was expected that the different streams should be introduced, i.e. one for preparing the students for admission to university education, i.e. for academic or professional studies, and the other for different educational courses, which would be of terminal in character. However, from the academic year 1978-79, facilities have been provided for pursuing certain vocational courses to the students in the higher secondary classes in some selected institutions (both schools and colleges). This has been done on the pilot basis. The object in instituting these courses was to enable students to pursue higher education at the university level, if they so wish, or to find employment or self-employment after the completion of their higher secondary education.

A scheme for grant of financial assistance for further studies to meritorious students who secure top ranks in the Secondary School Certificate Examination and Higher Secondary Certificate Examination held in March every year (from March 1984) has been introduced from the year 1984-85. Under the scheme, all students

from all the Divisional Boards (from both the examinations) are selected for financial assistance every year. The Government has taken the decision to give free education to girls upto Standard XII from the academic year 1985-86. The Government has also taken the decision to sanction the new/additional division of the Standard XI to Junior College attached to Secondary School only from the academic year 1994-95. The Government has also taken a decision as in the past to sanction the new/additional division of Standard XI attached to Senior College from the academic year 1999-2000.

Assistance to Non-Government Institutions

Grants to Non-Government Junior Colleges

Non-Government Junior Colleges attached to recognised non-Government Secondary Schools and Colleges are paid grant as per formula given in Annexure (70) at part XX in the Secondary Schools Code (vide GR No HSC-1701 (157/01) /UMASHI-1 Department of School Mantralaya, Mumbai-32 dated 26 July 2001).

The contribution of the management to the provident fund scheme is borne by the Government which has laid down new grant-in-aid formulae for eligible Junior Colleges except English medium junior colleges which will be given permission permanently on to no Grant-in-aid basis for grant-in-aid and non-salary grant as follows:

From 26-7-2001		From 10-2-1989	
1. First four years	No grant	First 3 Years	No Grant
2. Fifth year	20%	4th Year	25%
3. Sixth year	40%	5th Year	50%
4. Seventh year	60%	6th Year	75%
5. Eighth year	80%	7th Year	100%
6. Ninth year	100%		

* Girls' Schools and Secondary Schools in tribal area received no grant for first three years but they received 100% grant from the fourth year

No separate grant in respect to rent is admissible for Jr. College classes. But if the management constructs classrooms or undertakes extension of its existing school/college building for the exclusive use of the Junior College classes such rent is admissible for grant. Secondary schools, which have been permitted to open and attach Junior College classes, such rent is admissible for grant.

Secondary schools, which have been permitted to open and attach Junior College classes with science stream have been allowed to appoint the following staff:

- | | |
|--------------------------|---------|
| 1. Laboratory Assistants | 2 Posts |
| 2. Laboratory Attendant | 2 Post |

An allowance of Rs 100 per month is paid to the librarian of the Junior College classes attached to secondary schools for extra workload.

General Education

Under School Education Department the following Directorates are discharging the responsibility of planning, management, control, guidance and advising the Government in respect of the areas shown against them:

1. Director of Secondary Education: Overall responsibility for planning, administration, budgeting of all the Directorates under School Department specifically responsible for overall secondary and higher secondary education.
2. Director of Primary Education and State Project Director of Maharashtra Prathamik Shikshan Parishad: Overall responsible for pre-primary and primary education in the state inclusive of non-formal education.
3. Director of Adult Education: Overall responsible for adult education and continuing education of age group 15-35 years.

In order to train Officers of the Education Department, the Maharashtra Government established Maharashtra Institute of Educational Planning and Administration (MIEPA) at Aurangabad in 1994-95. The main objective of this Institute is to conduct training of officers from Zilla Parishads, Blocks and Mantralaya. The MIEPA is an autonomous society headed by a Director.

The Maharashtra State Bureau of Examination conducts various types of examinations, i.e. Diploma Certificate Courses

such as D. Ed., GCC/GCD Certificates, etc. The Bureau also conducts competitive examinations for the grant of various scholarships at various levels of school education. The work regarding primary teachers entrance examinations is also entrusted to the Bureau for smooth conduct of various examinations in stipulated time limit. The Government has taken the decision to establish an autonomous body, Maharashtra State Bureau of Examination. The Government has also created one post of Director along with some other posts.

The State Government has recognised the importance of educational research and training. A state level institute has been set up as Maharashtra State Council of Educational Research and Training. The main object is the effective supervision of various educational programmes, activities and training, qualitative improvement in primary, secondary and higher secondary education levels. The research in the academic field has been given more importance. Giving grants to such research institutions for better prospects financially strengthened them. Researchers working for the quality improvement at primary and secondary levels are encouraged through financial assistance scheme.

The scheme of educational concessions to the economically backward class has been further liberalised from the year 1983-84 and the income limit for this concession for Secondary Education stage has been extended to Rs 15,000 per annum.

In view of this, large portion of the population can enjoy the benefit of free education. There is also a scheme of merit scholarship for the students belonging to the economically backward classes to enable them to pursue their studies at the post SSC level. Education is made available free of cost for all boys up to Standard X and all girls up to Standard XII in aided primary and secondary schools as well as in local body schools.

The enactment of the Maharashtra employees of private schools (conditions of service) Regulation Act, 1977 proposes the establishment of School Tribunals at Pune, Nagpur, Aurangabad and Mumbai and recently at Nashik, Kolhapur and Amaravati. Service conditions of employees of private schools have thus been safeguarded. Due to increase in litigation additional School Tribunals at Solapur, Chandrapur and Mumbai have been established in the year 1996-97.

As per the National Education Policy 1986 the Government has established 14 District Institutes of Education and Training w.e.f. 1 June 1995 in the first phase. In the second phase 15 more District Institutes of Education and Training have been sanctioned during 1996-97 — one Principal, 4 Senior Lecturers, 6 Lecturers and one Superintendent as Gazetted staff and 14 Non-Gazetted staff.

Along with Teacher Handbook on Value Education that is already published, new handbooks for students are also prepared. These handbooks are the set of two volumes related to inculcation of good value among children.

Strategies have been adopted over the years to streamline administrative and supervision mechanism including decentralisation, modernisation, involvement of community, etc. For the implementation of the programmes/policy and activities of the education department the following administrative structure at present exists in Maharashtra:

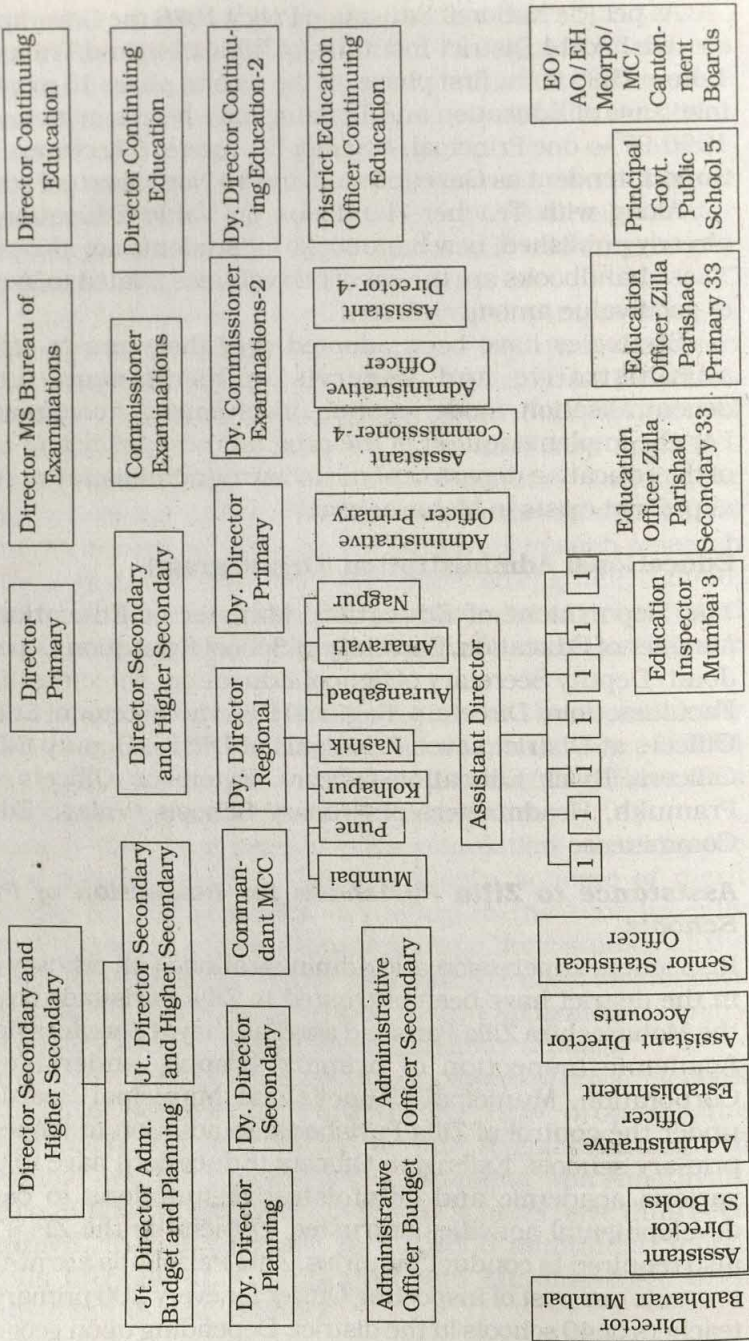
Educational Administration (Organogram)

The Department of Education, Minister of Education, State Minister of Education, Secretary of School Education Department, Joint/Deputy Secretary of School Education, Directors of various Faculties, Joint Directors, Regional Deputy Director of Education, Officers at District Level, Principals of DIETs, Deputy Education Officers, Block Education Officers, Extension Officers, Kendra Pramukh, Headmasters of Primary Schools, Village Education Committees.

Assistance to Zilla Parishads for Inspection of Primary Schools

Inspection, supervision and administration of all primary schools in the district have been entrusted to Zilla Parishads (zp) as per the Maharashtra Zilla Parishad and Panchayat Samitees Act 1961. Academic inspection of primary schools under Municipal Corporation, Municipal Councils and Municipal Boards come under the control of Zilla Parishads. In addition to inspection of primary schools, Extension Officers (Education) have to perform various academic and administrative functions to carry out developmental activities entrusted to them by the ZP. They are also required to conduct inquiries. Zilla Parishads are authorised to create one post of Inspecting Officer for every 200 primary school teachers or 40 schools in the district. Depending upon geographical

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situation in tribal area for every 15-20 schools one Inspecting Officer is sanctioned. The post of Block Education Officer in MES Class II has been created for effective inspection and monitoring of primary education at the block level.

Mechanisms and Procedures

It is said that if the administrative mechanism is inefficient so will be the procedures. Some measures would have to be taken by building an appropriate networking. A few measures and mechanisms are indicated decentralisation and delegation of powers; training programmes and refresher courses for field officers; establishment of Officers' Training Academy; establishment of study circles for administrative officers; periodical review and appraisal of programmes; rewards and punishments; establishment of network for efficient administration; study leave for officers for completing assignments/undertaking research work, etc; developing an effective monitoring system; self-evaluation by officers; revitalisation of village education committees and ensuring community participation at local levels; developing plans through microplanning; objective-based evaluation; convergence and close coordination between various departments; amendments to existing statutes, rules, etc.

The Government has taken a decision to make amendments to the Bombay Primary Education Act, 1947 Rules — Bombay Primary Rules, 1949 MEPS Rules, 1981 and 1989 Secondary School Code, 1981.

Performance Appraisal System

Appraisal mechanisms are setting the targets and objectives; producing periodical reports of field visits; inspection at various levels; analysis of practices for achieving targets; seminars/discussions with staff and field functionaries; followup action, periodical meetings for solving problems and difficulties; motivating; use of IT and mass media; initiating and encouraging innovations; developing work culture in the office, etc.

Rating Systems

Self-evaluation tool—Object-oriented Appraisal Rating Scale.

Resources for School Educational Literacy

According to Universal Declaration of Human Rights every person has a right to acquire education. All nations who are signatories to this manifesto accept this principle. It is summarised in brief as: "Education for All" and "All for Education" for UPE a joint meeting consisting of Ministry of HRD, office bearers of the World Bank and the Government of Maharashtra was held on 8 February, 1993. "Social Security Cover" was the project undertaken by the Government. This envisages 100 per cent enrolment in primary schools, imparting quality education, developing a positive attitude towards the school in the society; training of officers, educational activists, and representatives of masses and providing physical facilities to schools.

Assistance to Non-government Primary Schools

Practising Schools Attached to Junior Colleges of Education

When the scheme of opening of Junior Colleges of Education was first introduced, there was a prerequisite condition that a college should have its own practising school. But when expansion was made in the pre-service training, the condition was not insisted upon. Instead, colleges were allowed to use the nearby primary schools as practising schools. Those practising schools, which were opened previously, have not been closed down. They receive 100 per cent grant-in-aid on their admissible expenditure.

Central Schools and Vidyamandirs in Vidarbha

On the recommendations of the Bhise Committee, the then Government of Bombay established Central Schools with proper buildings and equipment to enable them to serve as administrative units for a compact group of schools in their neighbourhood and

as community centres for the villages. One primary school from each district was converted into a Central School. A trained graduate teacher was appointed as the headmaster of such a Central School.

In Vidarbha, with a view to giving impetus to the expansion of primary education in rural areas without heavy burden on the State exchequer, the Government took a decision to open primary schools in places where local people donated enough acres of land for meeting the recurrent expenditure of primary schools. There was a fair response under this scheme. A few Vidya Mandirs were established. Later on it was experienced that it was difficult to get adequate income from these lands where children were to work and the produce was to be used for payment of teachers' salaries. Subsequently lands were given to Agriculture Department and Vidya Mandirs have virtually become ordinary primary schools.

Vidya Mandirs in rural areas in Vidarbha region have been established under the Central Provinces and Berar Vidya Mandir Act, 1930. At present these are known as Private Primary Schools. They receive grant-in-aid at the rate of 100 per cent of the approved expenditure, incurred by them on salaries and allowances paid to teachers. The expenditure on other recurring and non-recurring items is to be met by the Vidya Mandirs from the income of their lands, local contributions, donations, etc. There are three Vidya Mandirs in Nagpur region and seven in Amaravati region. Salaries of teaching and non-teaching staff in practising schools are being paid through the District Pay Unit (Primary).

Assistance to Local Bodies for Primary Education

Grants to Zilla Parishads

The Zilla Parishads are given grant for primary education on 100 per cent basis. The pay and allowances of the primary school teachers admissible as per norms fixed by the Government and contingencies, etc. are admissible for grants. These grants are paid by way of ways and means advanced through Rural Development Department in the Ministry.

Grants to Zilla Parishads for Additional Posts of Primary School Teachers due to Natural Growth

The Government has prescribed certain norms for creation of posts of primary school teachers based on enrolment and average at-

tendance. Taking into consideration the norms and availability of funds, the Government sanctions additional posts of primary teachers to be appointed by local bodies and gives grants.

Grants to Approved Private Primary Schools

The responsibility of primary education is mainly entrusted to the local bodies. However, the Government allows private institutions to maintain primary schools. As per the procedure, applications for opening primary schools are called for from private educational institutions along with necessary fees and documents.

Applications are scrutinised and examined by Education Officer, Regional Deputy Director of Education and Director of Education through respective committees. The Government gives permission to eligible institutions considering the need of a new school in a particular locality. Permission is granted mainly on grant basis or permanently on no grant basis to the extent of quota sanctioned for a particular year. The English medium primary schools are granted permission permanently on no-grant basis. However, approved primary schools of other media are eligible for grant-in-aid at the rate prescribed by the Government from time to time.

The approved private primary schools, excluding English Medium Schools, are eligible for grant-in-aid at the following rate (Vide G.R. No. VLS/1000/(2455)/Prashi-1, dated 8 November, 2000).

- | | | |
|----|---|--|
| 1. | First four years from the approval or recognition of the school | No grant |
| 2. | Fifth year | 20% salary and non-salary grant on approved expenditure |
| 3. | Sixth year | 40% salary and non-salary grant on approved expenditure |
| 4. | Seventh year | 60% salary and non-salary grant on approved expenditure |
| 5. | Eighth year | 80% salary and non-salary grant on approved expenditure |
| 6. | Ninth year | 100% salary and non-salary grant on approved expenditure |

The norms of providing teaching staff to the private primary schools are the same as applicable to Zilla Parishads or Municipal schools. In addition, salary of one Class IV servant, one Junior Clerk is admissible for grant to private primary school having enrolment of more than five hundred. Payment through bank has been introduced to ensure regular payment to teaching and non-teaching staff. The pay units have been established in all districts for payment of salaries to all aided private primary schools. The condition that no other school should be within the radius of 1.5 km for opening of new private primary schools stands cancelled (Vide G.R. No. PRE-1020/(2345)/Prashi-1, dated 17 October and 13 December 2000).

Grants to Mumbai Municipal Corporation for Primary Education

Mumbai Municipal Corporation controls primary education within its limits. Block grants were paid till 1973-74 to the Corporations towards its approved expenditure on primary education. Vide Government Resolution No. PRE-7072/XXXIII, dated 3 March 1976, the grant at the rate of 20 per cent of approved expenditure was fixed. However, it has been progressively increased by 5% every year from 1995-96 upto 50% on approved items of expenditure. (Vide G.R.No. PRE-7094/7628/Prashi-3, dated 17 December, 1994).

Grants to Other Local Bodies for Primary Education

In accordance with the provisions of the Bombay Primary Education Act, 1947 17-1 (A), some Municipal Councils in Western Maharashtra have been authorised to control and administer primary education in their areas. Almost all Municipal Councils in Vidarbha Region have been authorized under the Ex M.P. Act to control and administer primary education in their areas. Number of teachers for primary schools in urban areas, i.e. A and B class Municipal Councils and Municipal Corporations, except Mumbai, are fixed as per the G.R., dated 30 January, 1996. Municipalities are classified into four categories for the purpose of Government grants (Table 9.1).

Five Cantonment Boards except Kamtee are paid Government grant at the rate of 33.5 per cent on the approved expenditure. The Cantonment Board Kamtee receives the grant at the rate of 90 per cent as per Ex. M.P.rules.

TABLE 9.1
Category wise Rates of Grant

<i>Category</i>	<i>Number</i>	<i>Rate of Grant on Approved Expenditure</i>
Corporation, except Mumbai	9	50%
A Class Municipal Councils	11	80%
B Class Municipal Councils	28	90%
C Class Municipal Councils	92	100%

Grant-in-Aid to Junior Colleges of Education

Under this scheme UNICEF has donated equipment worth Rs 20,000 to 81 junior colleges of education and 10 colleges of education. These institutions are also receiving grant-in-aid to the maximum of Rs 20,000 every year on the basis of expenditure incurred for promoting improvement of science teaching and laboratories. Posts of laboratory assistants to look after equipment have also been created in most junior colleges of education in Maharashtra State.

Future Tasks and Perspectives

Maharashtra is one of the educationally advanced States in the country. The State has achieved remarkable success in expansion of school education since its emergence in 1960. It needs to maintain the momentum in educational development and make sustained effort to improve the quality of education at all levels. Innovative programmes, initiated by the State, like school complexes for educational upliftment of schools, gradation of schools and strengthening the grassroot level machinery for school supervision, improved guidance and upgradation of teachers' competencies need to be continued and their coverage and impact enhanced through increased state support and community involvement. It is imperative to cover the girl child in the process of formal education. Hence, free education to girls up to Standard. XII is provided with a view to bridging the gap that exists in their education. In qualitative terms, adoption of competency-based curriculum was introduced at Standards. I to IV in primary education. This effort needs to be expanded to other stages.

To secure involvement of village communities in educational activities, the innovative idea of Village School Committees was introduced. This ensured active participation of parents and local villagers in a meaningful development of education in rural areas. Members of these committees monitor attendance of primary school teachers and ensure that school activities are carried out in accordance with the approved plan. This has resulted in active participation as well as sharing of responsibilities at the village level. The District and Taluka level Advisory Committees are also formed to give meaningful impetus to education and promote involvement of parents and guardians in the process of day-to-day education at school level. For universalisation of elementary education was started in the State with active participation of the World Bank and DPEP project. At first seven districts of

Marathwada region, where women's illiteracy was less than the national average, were covered under this project and later four more districts were added under the programme. The responsibility for implementation of this programme was entrusted to the Maharashtra Prathamik Shikshan Parishad (MPSP) which has done remarkable work in the field of primary education in these districts. The impact of the well-directed effort in this field has resulted in the introduction of *Sarva Shiksha Abhiyan* (SSA) at the national level. The stress is on bringing children of denied and deprived segments to education through formal and non-formal modes. Education of the girl child who has remained outside the reach of schools for various reasons has received greater emphasis. Even children who are physically or mentally challenged are being encouraged to join schools and receive education with other children, so as to boost their self-confidence and esteem. The programme has shown promising results.

The innovative idea of Foster Parent Scheme for the girl child has led to positive results. In this programme, some socially concerned persons contribute a fixed sum for the education of poor and unprotected girl child. This programme has created social awakening. More than the number of girl students adopted under the Foster Parent Scheme, the awareness generated in the society that each individual owes something to the society is of great importance. These schemes/programmes initiated to promote enrolment of deprived, downtrodden and disadvantaged children have led to remarkable improvement in pushing up the enrolment and retention percentage in village schools.

Primary education in the state is mainly the responsibility of local bodies like Zilla Parishads, Municipal Corporations and Municipal Councils. Secondary education, including higher secondary education is looked after by private voluntary bodies. As we have seen in earlier chapter, a large number of non-Government voluntary agencies have major share and stake in the development of education in Maharashtra. These non-Government organisations manage institutions which are supervised, regulated and inspected by a government agency, viz. the Education Department. To enable them to manage these institutions effectively, Government gives financial help to private managements in the form of grant-in-aid to most of these schools. The participation in education of non-Government organisations

from the pre-Independence period has played a vital role in quality education being imparted in the state. The state is the second largest in the country in area and population, and even in literacy percentage it is next to Kerala. The goal of universalisation of elementary education with 100 per cent enrolment and retention has yet to be realised. The major challenges lie in the following areas.

(i) Provision of School Facilities

Though the state had made provision to locate schools in all the revenue villages, there are many habitations with population of 200 and above where education has yet to reach effectively. Habitations with 100 or more population having schooling facilities within the radius of 1 km are far and few between. To realise the goal of universalisation, educational facilities have to be provided for them. The state is trying to meet the challenge by establishing *Vastishalas* (Habitat Schools) in which a local teacher would be provided with honorarium to conduct schools for the children. Though prescribed, the radius of 1 km does not apply in this case. The establishment of schools in these areas becomes difficult because of the difficulty to transport young child to reach school within the radius of 1 km. In such areas voluntary agencies are being encouraged to start schools where the teacher is paid an honorarium for his work. The school is expected to work at fixed time everyday. It has been envisaged that all habitations will have proper educational facilities by 2020. Slums in big cities also present such a picture where there is a sizeable number without the facility of a proper school.

(ii) Universalisation of Enrolment

At the elementary level, the actual percentage of children enrolled in 1999-2000 was as follows:

	<i>Standards</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1.	I to V	99.6%	95.2%	97.5%
2.	V to VIII	92.8%	86.5%	89.7%
3.	I to VIII	97.3%	92.3%	94.9%

Although enrolment shows a promising picture, around 5 per cent children are still **outside** elementary schools. In actual

numbers, they are around 8 lakh. The 5 per cent of the non-enrolled children represent difficult cases. They have special problems which prevent them from going to school. While the Government will continue to initiate measures and provide support, the task can be accomplished with active participation of society and non-government organisations active in the field of social upliftment.

(iii) Retention

Dropouts from formal primary education system have presented a problem which has plagued the system and posed very serious challenge towards the achievement of the goal of Universalisation of Elementary Education. While there has been remarkable improvement in retention rates, premature withdrawal from schools continues to be a major problem. This has not been solved fully as yet. The latest figures are indicated below:

Dropout Rates (Percentage)

<i>By Standard</i>	<i>Boys</i>	<i>Gils</i>	<i>Total</i>
V	14	17	16
VIII	35	42	38
X	51	58	54

It would be ideal, although may not seem feasible to have 0% dropout. Reducing it to below 5% at primary level, would be an ideal scenario and the efforts of the state are very concentrated in this direction. Any child coming to the school who finds the process of learning a pleasing and appealing activity would not dropout easily. Hence, innovative ideas like playful educational process, improvement of infrastructure of schools and life-oriented educational activities would help. Under the SSA, working group have already started planning strategies for achieving this rate in near future.

The state also has a large number of migratory workers who are needed for activities in specific seasons and also migration of shepherds to pastures in winter and summer. Similarly there is large scale migration of workers to sugarcane fields. Under an Innovative programme being implemented school migrate with the migrating students and function in new work places.

For enabling students who have dropped out to join the mainstream of formal education, the Secondary and Higher Secondary Examinations Board has decided to allow anyone willing to appear in the SSC Certification Examination privately. The intention is to create in the state an open school type educational system which enable a person to rejoin the formal educational system when he desires, or is capable of.

(iv) Qualitative Improvement of Primary and Secondary Education

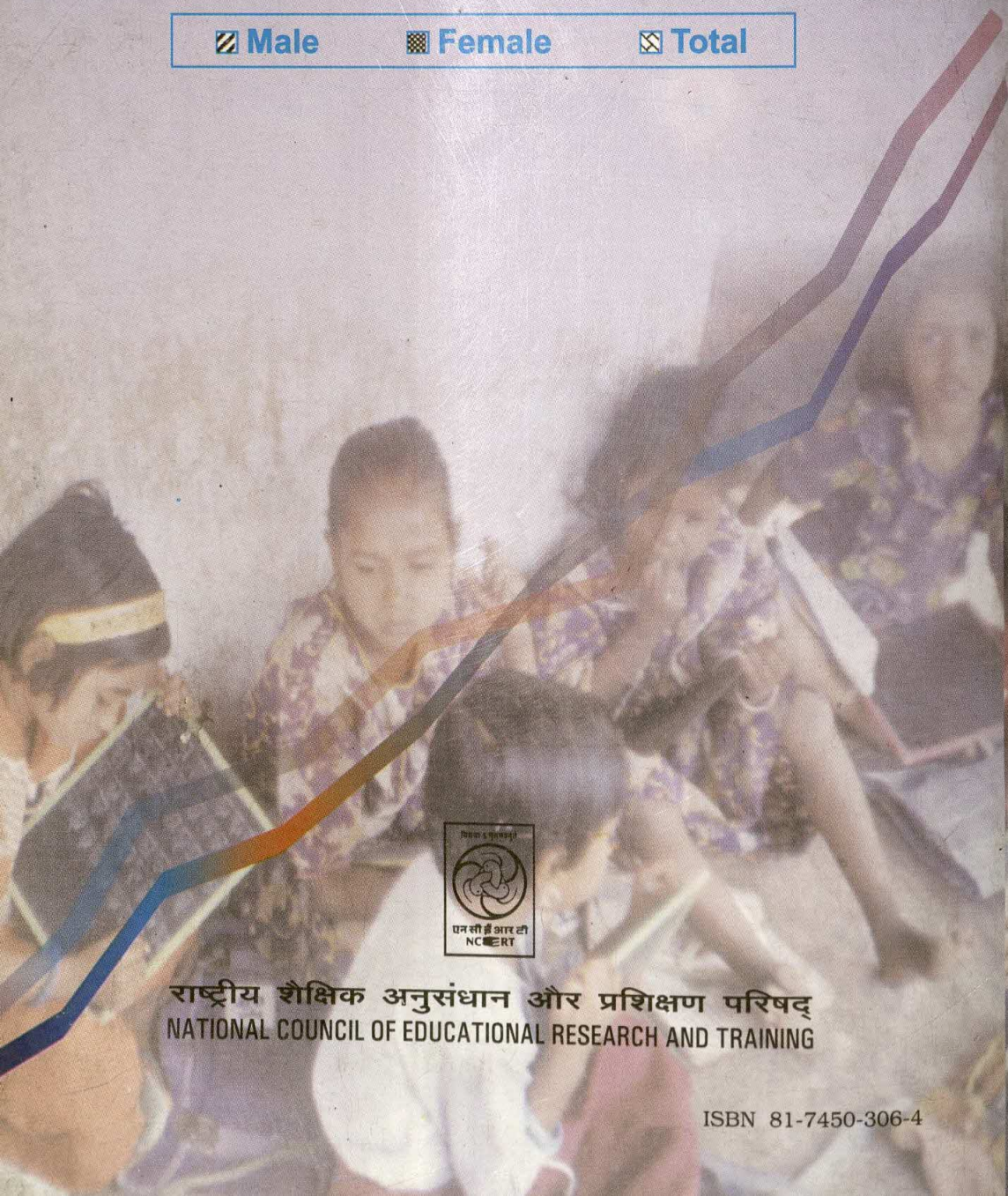
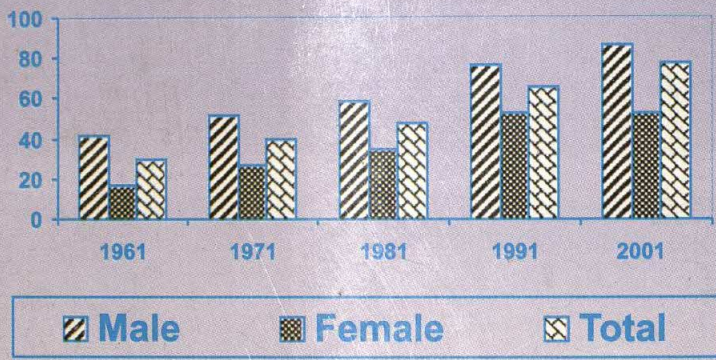
It has been already mentioned that a competency-based curriculum has already been introduced at the primary stage. Till now, attainment levels of students have been assessed mainly by schools. However from the academic year 2002-2003 students will be appearing at Standard IV State level examination which will be common throughout the state. This will allow educational planners and administrators to assess the performance of schools and teachers and initiate corrective measures such as training of teachers and initiate corrective measures such as training of teachers for imparting better quality education. State examination is expected to be introduced for the students of Standard VII in the near future.

These are basic challenges which will be analysed by the state and dealt with education being a continuous process. The ideal situation would be to encompass all new ideas and trends and equip students to face the challenges thrown up by technology and explosion of knowledge. It is felt that the twenty-first Century would call anyone illiterate if he or she is not computer literate. Because of constraint of resources, it would not be possible to provide computers to all schools. However, efforts in this regard have already begun earnestly. Computer literacy has been made a part of the school curriculum from early stages and schools have been asked to provide computers on their own or through hiring an agency to impart computer knowledge to students. It is essential that students have hands on experience on computers. Almost 33% of the schools at secondary level have established computer laboratories and others are in the process of doing so.

Quantitative expansion of education is the prime goal under SSA, where the aim is to bring the last child of the age-group of 6 to 14 to formal education. It is the endeavour of the state not

only to cover all children under the formal or non-formal system but also give them the opportunity to learn and equip them for the challenges they may face when they have grown up. Enabling them merely to write and sign their names and do specific calculations will not suffice for meeting the demands of tomorrow. With this perspective in mind, quantitative and qualitative education is the motto for us today. For this, constant review and upgradation of curriculum of schools and teacher training institutions become imperative. This also enables us to reduce the rigidity of the curricula to be transacted within a prescribed time frame. The need is for continuous efforts to modify curriculum in relation to the changes to challenges of the future.

A major area of education which requires attention and effort is that of providing courses which meet the requirements of middle level manpower. Maharashtra is an industrially developed state and requires manpower which has required competencies for intelligently applying scientific and technological advances in production processes. Being a commercially oriented services sector has assumed importance, requiring manpower for providing diverse services, like banking and insurance, import and export of goods etc. Senior secondary schools will have to provide employment oriented courses to meet manpower needs apart from promoting competencies for self-employment. Vocational courses that have been introduced at the +2 stage will need to be critically looked at from the point of view of their relevance to emerging manpower needs. The experience of implementing the programme of Vocationalisation has not so far been entirely satisfactory. The factors responsible will need to be dealt with so that vocational courses become effective.



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